January 9, 1959

Dr. Harry Skornia
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

I had planned to beat you to the draw this year on the appointment of the sub-committee to worry about the grants-in-aid. I thought of it two weeks ago but then got so involved in finishing up the last draft of a research report for Iowa --- my last major job for the University until my return --- that I never got the letters written. I am now writing to Merrill (whom I am asking to be chairman), Harwood, Ellery, Smythe, and Westley. I am sure that Merrill, Harwood and Ellery have accepted Bill's invitation to be in the committee. I am not so sure about Westley and Smythe. To be on the safe side with these, I am sending their letters to you to forward to them in the event that they are on the committee. If they are not, or if you want to keep one copy at headquarters instead of sending all of them out, you can drop the letter to the person who is not on the committee -- or if one did not accept and it is all right to send out all copies of the proposal, I would add Evans (Whom I assume is the Houston Evans in psychology. Bill just said Evans.) This is a very confusing sentence above but I hope that you get the gist of it. As you can see from the enclosed letters, I am asking everyone to send his recommendations to Merrill. It might be a good idea to enclose one of the announcements to each of these committee members as a reminder of what we are looking for -- in the event that they have lost theirs. Not important for Harwood and Merrill but it is, I think, for the others.

I just looked through my file and I cannot find a copy of the total amount of money which we have to spend. I probably left it with the bulk of the files in Iowa City. You probably ought to include this information with the proposals also. This will help the committee members in their decision making.

I am enclosing a list of all members of the Speech Association of America (with addresses), who have indicated an interest in radio-tv-film. Only a small percentage ever come to our conventions, thus, never received my little speech at the last convention. It might prove worthwhile to send each a little notice about NAEB individual memberships -- except for those like Adkins, Harwood, etc. who are already members.

I think the latest draft of the Understanding Media proposal is a great improvement. I am still bothered by one major point -- I am not certain of the limits of the proposal. It appears to me -- depending on how I read it -- that there are many issues raised which have nothing to do with this proposal or else much more is being

promised than can be delivered within this short time, especially with this amount of money. For example, the discussion - or mention of research in depth and experimental evaluation on page 2. I do not see how the working out of the teaching materials and text plus research in depth, etc. can be done in two years. Also, it is not clear to me whether this refers to research and evaluation on these teaching materials (which is mentioned later) or whether this refers to basic research on the media. It sounds as though it means this latter. If so, this is definitely promising too much. Also, is the production and testing of the text by the CBC part of the package? If so, won't a pretty good draft of the text need to be written almost immediately instead of by the end of the 2nd year since it will take 6 mos to a year to produce the programs, some months to evaluate ~~xxxx~~ them, and then more months to rewrite the text as you indicate you plan to do??? Anyway, perhaps this can be clarified so that it is clear what is not being promised.

A very minor point, I kept wondering at what level the text would be aimed -- high school, junior high, or elementary.

I think that this draft is most improved in the concrete illustrations -- though there are still a few places where they would be helpful. If I was doling out the dough, I would want a concrete illustration for each of these groups for whom he said the text would be helpful. How will the text work with the physicist (this text aimed for the schools)? With the engineer? Studio personnel? Audience? Etc.

There are many additional references which could have been used. Most of them are in the very fine annotated bibliography which John Kuiper did for the Journal of the University Film Producers, "An Annotated Bibliography on Composition in the Cinema," published some time in '58. Kracauer's From Calagari to Hitler is one that should be useful to McLuhan. Most of all, however, is Ruesch and Keys' Non-Verbal Communication, Berkeley, 1957. Much of the basic work for this text can be found there. If any member of the committee in Washington is at all familiar with this field, they will wonder at its being left out.

John Kuiper, who is my film man at Iowa and a very fine budding scholar on film (He was doing some work at the Museum of Modern Art for a study he is doing on Eisenstein's early films. They have a good collection of the early Russian documents on and by Eisenstein.) Anyway, I took the liberty of showing him the proposal and you might be interested in some of his reactions.

p. 6 - "Is TV really used as if it were the movies? What does he mean? Dramatic TV? Certainly ETV isn't like the movies - the movies are never that dull !

p. 7 - The discussion of the photo and its relation to the external world (i.e., "reality") might be considerably sharpened by some illustrations drawn from Reusch and Keys. (I agree here.) I strongly suspect that McLuhan is not acquainted with this work. He should be !

p. 8 - I strongly suspect that McLuhan has never had a movie camera in his hands. This, I think, is the reason he is so vague at this point. I recommend he get one. Let him try to shoot and edit one small film on any subject. He will then have plenty of illustrations.

p. 10- The paragraph "a great deal of actual demonstration..." seems to call into question the basic assumption that we already know enough about "the differences in relations in the consuming of materials transmitted by the teacher

in person, the book, the film, radio and television" which has been carefully, if not explicity, implied by the previous sections of the proposal. Either enough is now known or it is not!!!! If it is not, we had better spend our money on finding out before we attempt to write a text about it.

The proposal as such and its basic assumptions are sound. It must be carefully illustrated (again I sayy "Hear, Hear !"), however, by actual cases of misunderstandings in the non-verbal forms of communication and/or by actual cases of total lack of communication by such forms.

John is not quite the testy character he may sound here. However, he is an acute scholar who knows film. Might be worth McLuhan spending some time with when he starts this job.

We are still waiting for this Wunderkind. Wish that it would hurry and arrive so that we can start thinking about other things. Also, our other children are becoming anxious to see this baby we have been telling them about for so long.

That's it, Harry. Hope that you had a pleasant holiday.

Best

Samuel L. Becker

By the way, got some good reactions on the coincidental paper -- and one person who has raised a couple of good questions about it which I will worry about as soon as I get a chance to go back over the document carefully.

To: Irving Merrill, Chairman
Kenneth Harwood
John Ellery
~~Dallas Smythe~~
Bruce Westley

From: Harry Skornia

CC: William G. Harley
✓Sam Becker

Date: January 21, 1959

I've talked to Dallas Smythe. He's accepted membership on the Committee and Grants-in-Aid Sub-Committee. Materials going to him late, however -- only today -- so a late reaction from him may not be his fault.

Also I've asked him to return his copies of applications, since we now have no others.

In haste,

hjs:rs

January 26, 1959

Dr. Kenneth D. Norberg, Program Consultant
New Educational Media
Department of Health, Education and Welfare
Office of Education
Washington 25, D. C.

Dear Dr. Norberg:

As the definition becomes clearer regarding which of the projects under Title VII will be handled on a contract basis, and which on a grant basis, it appears that all or most of the three proposals we have so far submitted might possibly fall into the contractual area.

If that is the case, we should like to have our grant application budgets disregarded in order to enable us to begin anew to conform to the new approaches and limitations which are beginning to emerge and to discuss contract possibilities on a wholly new basis when this becomes desirable. This is not a request for removal of our grant requests from the file, of course, until a final decision is made that these functions will definitely be carried on only on a contract basis.

We should also like to request particularly that, in any contractual consideration, our statements as contained in our October 24, 1958 proposal and the statement of "The Training Program of the NAEB" (copies attached) as sent you earlier be given careful consideration as succinct summaries of our credentials, particularly in the research, clearing house and teacher-training areas. We believe they are essential for the information of those who make contractee selections.

This letter is prompted by discussions with Mr. Stardahl and others when I was in Washington for the recent meeting of representatives of the organizations most concerned with dissemination problems in connection with the Act, and by the new definitions and clarifications, now emerging, which we of course did not have at the time these requests were submitted.

This letter is sent also on behalf of NAEB President William C. Harley and the originators of the three grant requests which we have already submitted, dated, respectively, November 21, November 24 and November 25, over the signatures of then President Frank E. Schooley.

Sincerely,

Harry J. Skornia
Executive Director

hjs:rs

CC: Mr. William C. Harley
Mr. Carl H. Menzer
Dr. Sam L. Becker
Mr. Cale Adkins
Mr. Jack McBride

January 30, 1959

Dr. Maurice F. Seay, Director
Division of Education
W. K. Kellogg Foundation
250 Champion Street
Battle Creek, Michigan

Dear Maurice:

Attached is the special project request we were invited to present to the W. K. Kellogg Foundation for its consideration. This is the project which was discussed with you in person by Mr. Schooley, Mr. Hull and the undersigned at the time of our last visit to the Foundation on September 24.

It is submitted in this preliminary form, in accordance with our recent telephone conversation, in order that it may be fully discussed and possibly revised, before final consideration is given to it.

For this reason it is also presented in some detail, and duplicated copies are being made. In case the Foundation wished to call a meeting of educators to consider it, or to refer it to others who may be less familiar with the NAEB than you are, it was our belief that this more comprehensive statement might be useful. We shall be glad to provide additional copies if they are desired.

We are most grateful to the W. K. Kellogg Foundation for the privilege of presenting this request at this time. We would be glad to provide any other information required for its consideration at any time.

Sincerely,

Harry J. Skornia

Harry J. Skornia
Executive Director

hjs:rs
Enclosures (3)

CC: NAEB Board of Directors

A Request to the

W. K. Kellogg Foundation

for a Project in

Teacher Training and Professional Standards Development

from the

National Association of Educational Broadcasters

Introductory Statement

This is a special request to the W. K. Kellogg Foundation for a limited-term, intensive project in two related areas:

1) Teacher-training in the most effective understandings and uses of television and radio as educational instruments. This will involve the close cooperation of several teacher-training institutions of the United States, and will cover both production and utilization aspects of these media.

It will involve bringing together the skills of communications and content area experts with those of experts in teaching procedure and educational philosophy. The end-product of such a project will be sound courses and curricula in this area, eventually in all or nearly all of the schools of education and teachers colleges of the nation. This need is of great urgency in view of the many educationally irresponsible uses being urged (which would in many cases only make education cheaper rather than better and richer) and the trial and error procedures which now so largely prevail as definitions of the educational roles of television

and radio are sought.

2) The development of a profession of educational broadcast practitioners in the United States -- a self-policing profession with respected and recognized standards, with specialized sections, and the educational status and esprit de corps which characterize genuine professions. This group will include both the teachers and teacher-trainers reached in 1) above and the other educational station staff personnel for whom the NAEB has been providing training and professional advancement during the past eight years.

This is a need which the NAEB has been seeking to meet for several years through committee work. It is now apparent that this double objective can be achieved in a manner of which we can jointly be proud, only by an intensive developmental effort with other educators, which this type of grant would make possible.

Background and Explanation

It was in 1949, at the time of the NAEB's first Seminar at Allerton House, that an awareness began to crystallize in the Association of the contributions to American education and culture which educational broadcasters, if welded together into a genuine profession, could make. Until that time the NAEB (which had from 1925 to 1934 operated as a loose association of station managers under the name of The Association of College and University Broadcasting Stations) had had as its major emphasis government relations and common management problems, as was to be expected of an organization

operating principally as a protective association organized to halt the then current decimation of educational radio stations, which were in danger of complete extinction. In the fifteen years between January 1, 1921 and January 1, 1937 the total number of educational station licenses in the United States had dropped from 202 to 37. Several of these, in desperate efforts to survive, had made compromises which greatly clouded the definition of educational broadcasting. Many were operating on a commercial or semi-commercial basis. The membership of the ACUBS numbered only 20 stations in 1933. By 1944 membership in the Association (whose name was changed in 1934 to the NAEB) had risen to only 23 stations.

In the late 1930's the NAEB, working with the United States Office of Education, filed requests for the reservation of both AM and FM radio frequencies for education in order to protect educational services against commercial onslaughts, which they were demonstrably unable to withstand, with the hope of preserving these electronic media as resources of American education. In its reservations of 1938 and 1940 the Federal Communications Commission finally set aside five channels in the ultra-high radio band (later designated as FM) for education. No reservations were granted for education in AM radio (the "standard" radio service). The NAEB is still continuing its efforts, with other responsible educational groups, to secure such reservations for education, for <u>all</u> available electronic media should, we feel, be as available to education as to commerce.

In 1948, at the Annual meeting of the NAEB on the campus of the University of Illinois, Richard B. Hull, then President of the NAEB, called upon the organization to raise its sights and become a more constructive force in education if it wished to deserve support as a genuinely educational service. The trade press at that time carried conjectures as to whether this young organization would be able to survive the struggle between the "status quo" group, which saw itself essentially as broadcasters, and the "progressive" group, which saw itself essentially as educators.

By a margin which was not as great as we would wish, the association voted to support new goals for the NAEB, and to seek Foundation support to assist in their achievement.

At the same time the NAEB voted to request the reservation of television channels for education. In the ensuing few years, the NAEB was able to rally the support of other organizations for this effort, which culminated first, in the formation of the Joint Council on Educational Television, of which Mr. Hull was the first Executive Director; and secondly, in the actual allocation for education of 257 channels in the TV spectrum for education's own national television service.

Thanks to the efforts of Dr. Wilbur Schramm, then Dean of Communications at the University of Illinois, on behalf also of the NAEB, funds were secured from the Rockefeller Foundation to hold the 1949 Seminar, mentioned above.

At the time of this Seminar, in spite of the allocation of FM fre-

quencies for education, there was a growing and sober recognition of the fact that, like AM radio, FM might well again be "the light that failed." If the new stations, and the gradual resurgence of educational broadcasting in the United States, were to be soundly-based, it was apparent that firmer integration of educational broadcasting facilities into the total educational structure of the educational institutions which owned and operated them, as recognized and bona fide educational instruments, was necessary. If this challenge was to be met, it was incumbent upon the NAEB to proceed with all possible resources and energy to develop trained, educationally-sound professionals at the management and staffing level of these stations -- replacing the persons in English, speech, engineering or other departments, who had first been "tapped" by their institutions and made responsible for operating this "toy" or "public relations outlet" -- which many administrators had heard was a fine idea, without appreciating the directly educational potential of this new instrument, or the importance of selecting to operate it some of the best people on their staffs. Many of the stations, up to this time, were operated by single departments of the institutions owning them. Their use as an instrument for tapping all the resources of the parent institution was only vaguely perceived. Many were essentially "amateur show" operations, barely distinguishable, except for the absence of commercials, from commercial stations. In fact, in most respects they aped commercial operation as the only conceivable way of using radio. Unless a broader and more educationally useful purpose was visualized for them, such stations did not

deserve to survive.

Following the 1949 Seminar, a request was approved at the 1949 Convention, which was submitted to the W. K. Kellogg Foundation for funds to establish a national educational tape network and a national headquarters for the NAEB, with a paid permanent staff. It was with the granting of these requested funds, on May 23, 1951, that what had previously been only a dream began to become reality.

Within four years of the first grant, the NAEB Radio Network was self-supporting. The NAEB Headquarters, made possible by this grant, gave the NAEB the mechanism and staff which made possible the business-like acceptance and administration of other grant funds in the slow but steady climb of the association toward status as a respected service organization in educational broadcasting and the still slower progress toward achievement of its related role as the professional association of those responsible, as management and staff members, for the operation of educational radio and television facilities throughout the nation.

It is obvious that, before a true profession can be developed, professional personnel must be created to fill it, and must be numerous enough to justify it. During the past ten years, to this end, the NAEB has conducted some 24 Seminars and workshops for the various types of personnel responsible for the educational broadcast facilities of the nation. These are outlined in the attached "Training Program of the National Association of Educational Broadcasters." This training program has been the first step in the creation of an educationally-responsible

core of broadcasters, a nucleus for a truly professional association, and insurance against a repetition of the earlier fate of educational radio. As will be noted, many of these seminars and workshops had to be conducted by the NAEB itself, with funds from the W. K. Kellogg and the Ford Foundations, because of the absence, in educational institutions, of mechanism, courses, personnel, and curricula for this type of training. In this role, however, the NAEB has sought to serve mainly as a catalyst and example to provide the stimulus for the introduction of such courses in the curricula of educational institutions, themselves. To supplement this catalytic effort, in recent years, grants-in-aid were awarded to colleges and universities to permit them to up-grade radio and television workshops they were by 1956 beginning to hold, by adding outstanding consultants or staff members to what they would otherwise have been able to do.

The results of these efforts, particularly in the areas of production, programming and technical operation, are now encouragingly apparent. As this objective approaches realization, as it now does, in nearly all areas except the training of teachers -- both those who broadcast and those who utilize broadcast-lessons -- in accordance with the uncompromising standards which the NAEB has sought to establish by example, the NAEB can once again concentrate on the achievement of its role as a professional association of these professionally-trained individuals with the highest standards which a respected profession can devise. This involves the development of standards, qualifications and classifications for individual NAEB professional membership as described later in this document.

Several other factors explain the delay in the achievement of this objective:

In 1957 the Association for Education by Radio and Television, at that time the only organization in existence in the United States which seriously sought to be the sort of professional organization described above, found itself in financial difficulties and unable to continue. Since this was the direction in which the NAEB was moving, the AERT was merged with the NAEB, which assumed responsibilities for the AERT's Journal and functions. However, this inheritance presented considerable problems. The AERT had had no qualifications for membership, other than the payment of an annual membership fee. Some members of this type of organization, therefore, as was natural, resisted the development of standards which would, in many cases, exclude them from membership. Moreover the NAEB was not itself in a sound enough financial position to develop and enforce standards which would decimate this membership, modest as it was, with the resultant decrease in annual membership payments, which are virtually the only source of funds for the principal publications, cost of legal counsel, and numerous other expenses of the Association. Due largely to problems of a financial nature, this role has been delayed each year, and progress has been slow.

A second factor, which required careful consideration, was the development of closed circuit television in the United States on an unexpectedly rapid and large scale, as compared with the hoped-for development of actual broadcast station facilities. This development was due in large

part to lack of funds to build and operate actual stations, of course, and is symptomatic of the same educational poverty which has delayed the NAEB's achievement of a self-supporting status. Those in charge of such facilities naturally turned to the NAEB for guidance and assistance. But this raised basic questions within the NAEB. The NAEB Constitution made no provision for institutional membership by closed circuit installations. At the October, 1958 Convention the NAEB Constitution was amended to open the doors to this type of membership. This, in turn, brought an assumption of responsibility for service to the hundreds of teachers newly-assigned to uses of this new medium.

Since there was no other organization to turn to, the teachers responsible for in-school courses of instruction, and utilization of these media, sought a home, or association. Could they count on the NAEB to be their professional association?

Experimentally, before deciding this question, the NAEB conducted two seminars in 1958 for this type of individual, as well as for teacher-training institution representatives, and administrators of educational institutions with, or just installing, closed-circuit television. It was not until these seminars were completed, and the reports and reactions of participants and consultants were in, that a decision could be made. This decision was that these people were indeed the type who should be included in any definition of a professional association of individuals whose principal functions are using these media for educational purposes. The NAEB Constitution change, mentioned above, followed this decision. The

entire new concept of the profession which this opened up made us grateful that we had not previously established qualifications which might have excluded them.

However, unless the NAEB proves promptly responsive to the needs of such people, it is a virtual certainty that such individuals will either find their homes with various audio-visual and other organizations (we do not here refer to the perfectly natural membership of such individuals in such content-oriented organizations as the American Association of Teachers of English, ((Science, Modern Languages, etc.,)) which we seek to encourage) or will form a splinter group of their own. This we feel would be unfortunate in that it would create separate organizations for closed-circuit and broadcast users of these media, and would further weaken and confuse the development of their best uses in all capacities and forms.

A final delaying factor has been the international role of the NAEB. Within the last two years individuals from the NAEB have been invited to serve as speakers, judges, and consultants at various educational conferences abroad, particularly in Canada, Europe and Latin America. Since the NAEB is a unique organization internationally as well as in the United States, educators and educational broadcasters of these nations naturally inquire regarding the possibility of membership by them in the NAEB. Thanks to the efforts of various NAEB representatives, for example, educational television is on the threshold of realization in Canada, Venezuela and several other nations. No great obstacles are foreseen which would prevent membership by them in the NAEB until developments and growth warrant the formation of their own organizations -- and undoubtedly a new international role for the NAEB eventually. However, a sobering responsibility is placed on the NAEB

to make sure that standards and qualifications established for educational broadcasters and teacher-users of the United States, will be as carefully designed and as professional in nature as the best minds available in our nation can make them. The NAEB's role as the leader in the birth of a new profession, internationally as well as nationally, requires the utmost in care and responsibility. For this reason, not only educators of the United States but also those in such organizations as UNESCO, and various international scholars with unique contributions to make must be consulted in the establishment of a sound foundation for what we believe will one day be a recognized, respected profession, policing itself as rigorously as the professions of medicine, dentistry or law. The possible indirect influences of such a development on the commercial media, as well, are obvious.

In the request presented herewith, we have attempted to meet the responsibility incumbent upon us. Although the NAEB would be the central, coordinating agency in the project proposed, the minds and counsel required will be those from all the disciplines which education encompasses, as well as the cooperative efforts of teacher-training institutions on whom, eventually, must rest the burden of developing in teachers the understandings and skills required to cope with the advantages and strengths, as well as the limitations and dangers, of electronic communications media as basic core educational instruments.

At a meeting December 5-6, 1958 of the NAEB's Professional Advancement Committee, with the President and the Executive Director, an effort was made to develop the steps to be taken in this project. At that time it was felt that, in spite of the steps already taken, considerably more pre-preparation was necessary prior to formalizing our request in final form. It required careful discussion, for

example, with representatives of the American Association of Colleges for Teacher Education and other such groups, to insure responsible educational standards; to insure against any organizationally unilateral projects which might dislocate responsible efforts already being made by other groups; and to avoid steps which might crystallize opposition to the uses of, or delay development of basic rather than merely gadget-oriented training in the uses of these new electronic media. It was felt essential, in view of the educational and curricular implications of this project, to secure the reactions of a few Deans of Education, or the responsible heads of teacher-training institutions, whose cooperation with the NAEB in this nation-wide pilot project will be essential if it is to succeed. For it is our hope that this effort will set standards for courses, without dictating their level, number or variety, in hundreds of such institutions within the next few years.

Although members of the Committee have since discussed this proposed project in broad terms without mention of the W. K. Kellogg Foundation with their respective deans, and the Executive Director has also discussed it in similar terms with representatives and officers of the AACTE and the ASCD, all of whose reactions so far are most reassuring and encouraging, we have not yet felt free to discuss it in specific terms with reference to the W. K. Kellogg Foundation. Therefore, the suggestion made by the group at the time of our December meeting is felt to be possibly still applicable. This suggestion is that we might suggest that the W. K. Kellogg Foundation itself, with its broad background in the educational area, might convene a small meeting of Deans of education, Presidents of Teacher's Colleges, and possibly representatives of the AACTE and the ASCD, to discuss with represen-

tatives of the Foundation and of the NAEB the full implications of this project. It is our feeling that some such careful consideration would be indicated to insure acceptability and to help avoid the pitfalls which any such pioneer effort is likely to encounter. Such a meeting would of course precede any final decision by the Foundation on this proposal, and would also affect the final form in which it would be submitted.

In view of our promise to have the present document before the Foundation by February 1, however, it was felt desirable to submit it in this preliminary draft by that time, for whatever discussion and further preparation, investigation, or explanation may be indicated.

One of the other problems which might be explored in such a preliminary meeting as is suggested is this: although all of the Deans of Education so far consulted are sympathetic to such a proposal as this in general terms, we sometimes have the uneasy feeling that many other deans and administrators are not aware of present deficiencies in the communications systems of their own schools, or in their own concepts. We also feel that many are not aware of the tremendous difference which is possible between traditional classroom instruction (at whatever level) and the new patterns of organization which the full potential of television and radio, properly understood and viewed, make possible.

For, humble as we are in the face of this problem, we feel that there is a mutual process of "education" needed, to which we, as well as they, can make significant contributions. Beginning, therefore, with a few such liberally-oriented Deans and other officers, we believe that the prospects of developing a workable understanding of both the need, and the manner of meeting it, will be greatly improved.

Disruptive as television and radio can be to traditional concepts of education, and many educationists, if fully used by education, we believe that they will be resisted by some as long as possible. Certain early efforts in the use of television for education, based principally on saving teachers, space and money (although they do have a usefulness to do these things too) rather than on improving education, have already created a climate of resistance in some quarters which can be overcome only with the utmost of understanding and cooperation.

Such a meeting as proposed here would of course be very similar in many respects to several of the seminars listed in the present grant request itself. And it is our hope that some or all of those attending this initial conference (or others, whom they, the NAEB and the Foundation might mutually suggest), if the project were to be approved, might serve as an advisory committee throughout its term. One of the first of the other meetings listed in the proposed budget below would involve assembling the best authorities available from other organizations in the natural and social sciences, humanities and education areas, with representatives from UNESCO and others with related experience and broad background, to begin the intensive study and testing necessary to establish eventual qualification categories for membership in the NAEB as a professional association, which is the second and parallel half of the development visualized in this proposal.

To discuss this professional development effort briefly: It will be noted that the individual membership of the NAEB, being a relatively new category, now numbers only some 300 individuals. Progress is so far slow in view of the difficulty of answering the question of people who do not now feel themselves as the part of a profession: "What do we get out of it?" So far the Newsletter and

Journal, which have been virtually all we have been able to offer individual members so far, have not in their present form been adequate to attract new members in large numbers. The developing of an awareness of a growing profession of which they are a part, as outlined in this proposal, should have encouraging results.

The actual potential is probably on the order of 5,000 to 10,000 at present, including staff members of NAEB active members and closed circuit installations, and the large number of teachers already engaged in TV and radio teaching and utilization. During the interim period while professional standards and standards for membership are being developed, it is expected that this individual membership category will continue to increase gradually, in spite of the absence at present of such standards. Eventual standards, to be developed, can therefore probably not be made retro-actively effective. This appears to be true in the development of earlier professions as well.

However, during the period of the proposed grant project, it is our hope that the status and qualifications of educational broadcasters and the teachers who use these powerful and influential instruments of education, will become increasingly important to educational administrators. This is in turn related to the effort of the NAEB to achieve self-support.

During the past year the NAEB has experimented with self-supporting workshops and seminars. It will continue to do so. However, on the basis of present experience and inquiries it appears that a charge of approximately $100.00 for a workshop is the maximum that can be charged, and that the present ability of

teachers to pay, or the present evaluation of funds which schools are willing to make available, is more nearly of the order of $50.00 as the "ideal" registration charge which could be counted on at the present state of recognition of educational broadcasting as a profession. This contrasts sharply with the $500.00 charged by the National Association of Broadcasters (NAB), the association of commercial stations of the United States, for their management and other seminars. Considerable subsidy of the sort included in this request seems inevitable if the NAEB is to help raise the local as well as national status and qualifications of educational broadcasters to the level of other employees of educational institutions, whose importance to the whole institution's functions is recognized sufficiently to justify more expenditure on the part of the institutions themselves for in-service training, conferences and related activities in this new field.

At present it is unfortunately true that many of the NAEB members who attend our conventions, workshops and regional meetings must do so wholly at their own personal expense. That they do so is a compliment to the enrichment which these meetings or seminars provide. However, in view of the resources available to such individuals generally, it is also a stringent limiting factor in considering the possibility of complete self-support for such seminars and meetings at this time. It also provides dramatic contrast to the situation of extension editors and members of other departments of educational institutions which are older and more firmly established or have access to federal or other funds. We believe that this situation is natural to a new field, not yet fully defined or understood, and that eventually, thanks to efforts of the sort we have outlined, this situation will be greatly improved.

Finally, before presenting the specific request in final form, it is our belief that we should make clear some of the respects in which the sort of teacher-training which the NAEB visualizes as essential, differs from that which too often now prevails.

In the first place, the NAEB sees television and radio as mutually complementary. No other organization, to our knowledge, has through the years so stubbornly insisted that there are essentially equal roles for both media to play, and that both can be eminently useful, if the educational needs of the nation are to be served and the realities of educational financing are to be faced. Therefore, these two electronic media, with such related potential developments as facsimile, multiplexing and stereophonic broadcasting, are approached together, rather than separately, in isolation, or unrelated to all the other materials of instruction which are available.

Optimum use of television and radio for education also requires the maximum possible knowledge of films and all other audio and visual aids, as well as of the learning theories involved in the uses of any "tools" for teaching. Radio is a synthesis of all known aural methodology and tools, as well as offering the advantage of immediacy and emotional reinforcement of the intellectual. Television provides a synthesizing factor and force for all the visual as well as aural aids and techniques so far available, as well as sharing with radio the new dimension of immediacy -- a dimension greatly needed at a time when textbook chapters can be made obsolete virtually overnight. The utmost cooperation with all other media organizations is requisite in the development of teacher-training courses, particularly, in this field.

Secondly, virtually all the instructors of courses which currently attempt to teach the uses of these media appear to be still oblivious to the basic differences in the effects of the media, regardless of content, or the earlier devices or media they include. The understanding needed is suggested in an article by Dr. Marshall McLuhan, of the University of Toronto, in the December issue of the NAEB Journal, attached herewith. A clear understanding of the basic nature of the electronic media, so different in their total and side effects and potentials from the printed media or even the film, is a foundation which must precede "techniques" instruction, if these courses are not to become merely orientation in the use of gadgets. It is precisely this understanding which is lacking in most present uses and teacher-training programs.

To presume to describe the peculiarities of the electronic media in depth in this document would be impractical. It is hoped that the approach outlined in the article of Dr. McLuhan, who would serve as one of several consultants in this project, may suggest the directions in which we feel any courses in the uses of the electronic media must be guided if maximum value from their use is to be realized. And, we might add, if many easy dangers in the patterns of their use are to be avoided, lest they become permanent and limiting for the future.

Proposed Project and Budget

A. The Coordinator and his functions:

The proposed project would be coordinated by a Coordinator of Professional Advancement, whose functions are outlined below. This procedure has proved practical in the past for the NAEB in the development of special projects in such other areas as Research and Engineering.

This Coordinator would be an educator of recognized standing. Although he would be appointed by the NAEB Board and would be responsible to the Board through the Executive Director, suggestions for candidates for this limited term appointment would be sought from various organizations and individuals outside the NAEB as well, notably from institutions scheduled to cooperate with the NAEB in this project. It is felt that a qualified individual of the type needed for such an important development could not be secured for a limited-term appointment for less than the sum mentioned here.

Necessary qualifications for this individual will become clearer as we list his functions. This coordinator will:

1) Coordinate the work of consultants secured to develop individual membership qualifications in the NAEB, as a working committee.

2) Plan and implement the teacher-training program outlined and yet to be finalized, including workshops, conferences and meetings as listed below. This also includes the handling of relations with co-operating institutions and individuals, and the adequate reporting thereof.

3) With the chairmen of appropriate NAEB Committees (Professional Advancement, Utilization, Membership, and others) develop an intensive program for the development of the esprit de corps on which professionalism must rest, and initiate new member services in this area.

4) Travel as necessary for the supervision of consultants and regional meetings -- and for representing the NAEB, as designated and invited, at the meetings of other professional groups. It is expected that the

coordinator would be paid approximately $15,000 per year and a secretary-assistant for him approximately $5,000. In both figures retirement and workman's compensation are included.

B. Seminars and other meetings:

Tentatively envisioned so far are the following meetings and types of meetings. Finalization of details would be withheld pending both the meeting suggested above and the appointment of the Coordinator to implement them:

1) A group of representatives of the schools of education and/or teachers colleges cooperating in the project who would serve as the advisory committee of the Project. $4,000 per year for 2 meetings per year is listed for this purpose.

2) A Seminar of qualified Consultants to begin the development of professional standards. This would be perhaps 6 to 10 individuals, for whom a consultant fee and travel would probably have to be paid for perhaps three three-day meetings per year. The budget listed, including travel, is listed at $4,000 per year.

3) Two National Seminars per year, principally for those who would teach the teacher-training courses in radio and TV production and utilization from the some 6 (at first) to perhaps 20 (eventual), cooperating schools of education and teachers colleges involved in the project. Including outside Consultants (e.g. Marshall McLuhan, mentioned earlier): $5,000 each for a total of $10,000 the first year, $7,500 the second year and $5,000 (to insure a final seminar) the third year.

4) Four to six local/regional seminars, on as near a self-supporting basis

as possible. Registration fees of from $50.00 to $100.00 would be charged. No travel would be paid. Since these would be local or regional, it is our belief that the costs of travel would not be the inhibiting factor which they would constitute for national meetings. The NAEB's contributions would be limited to reimbursing cooperating institutions for actual expenses, reports and demonstration materials expenses, and paying for necessary consultants. Estimate: $1,500 per workshop the first year, $1,000 the second year and $500 the third year for a total of $6,000 the first year, $4,000 the second year and $2,000 the third year. All income would be used to reduce the actual grant expenses used for this purpose. A gradual effort, as needed, would be made to make these increasingly self-supporting, through the life of the project.

These workshops and Seminars would also be principally, but not exclusively, for teachers and teacher-trainers. Some of the other emphases, as now visualized, would be in the fields of graphics and visual aids; script planning and writing; production; series planning; evaluation; and new testing procedures to meet the needs of the new media. Cross-pollenization with communications, techniques, content and teacher-training procedures would be emphasized.

C. Consultants and other expenses:

Besides the above workshops, qualified consultants would be provided each of the ccoperating institutions and/or the teachers of such courses as will be developed under this project; these services would be provided particularly

at the beginning of the school year or summer session. However, the coordinator would have the responsibility of seeing that these schools are serviced, as necessary, throughout the year to meet newly-arising problems and to insure the availability of maximum resources in the initial stages of this project, as initiated at each institution, in setting up pilot courses. Estimated consultant fees (at $50.00 to $100.00 per day) plus travel: $4,000 per year.

D. Supplies and Expenses:

This includes the usual expenses of office materials and expenses as well as reimbursement to cooperating institutions, when necessary, for the costs of films and other materials, special seminar reports and others not available from other sources. (Some such materials are also listed as a part of workshop expenses in items 3 and 4 above.) For the Coordinator's office and the project, per year: $5,000. There is some possibility of reduction of this item in the second and third years of the project, below the sum shown, although such a reduction is not yet indicated below, pending further investigation.

E. Travel:

Of the Coordinator and in some cases other NAEB officials as required for implementing this project, per year: $3,500.

Budget Summary - per year (for first year)

1. Coordinator	$15,000.00
2. Secretary-Assistant	5,000.00
3. Advisory Committee Travel and per diem (if necessary)	4,000.00
4. Professional Standards Committee	4,000.00
5. Two National Seminars	10,000.00
6. Four to six local-regional Seminars	6,000.00

7.	Project Servicing Consultants (travel and per diem)	$ 4,000.00
8.	Supplies and Expenses (Coordinator's office and project)	5,000.00
9.	Travel: Coordinator's office and general project (not otherwise covered)	3,500.00
	Total, first year	$ 56,500.00

Since it is believed that items 5 and 6 could be reduced each year, as indicated above, the three-year budget proposed would be as follows:

For 1959-60	$ 56,500.00
For 1960-61	52,000.00
For 1961-62	47,500.00
Three-year Total	$ 156,000.00

We thank the W. K. Kellogg Foundation for the opportunity to submit this request in this preliminary form and stand ready to discuss it at any time.

Respectfully submitted on behalf of the NAEB Board of Directors, William C. Harley, President

by Harry J. Skornia

Harry J. Skornia
Executive Director

Urbana, Illinois

January 30, 1959

January 26, 1959

Mr. William G. Harley
Station WHA
University of Wisconsin
Madison, Wisconsin

Dear Bill:

Since Dallas so promptly accepted this appointment and fulfilled his first assignment, I wonder if a nice note from you is not in order. (He isn't listed on the printed committee list either, of course.) Otherwise he's likely to feel like an after-thought.

Sincerely,

Harry J. Skornia
Executive Director

hjs:rs

CC: Dr. Sam L. Becker

COPY

INSTITUTE OF COMMUNICATIONS RESEARCH
THE UNIVERSITY OF ILLINOIS • URBANA

January 23, 1959

Dr. Irving Merrill
Michigan State University
East Lansing, Michigan

Dear Irv:

Today I received from Harry Skornia a letter from Samuel L. Becker, dated January 9, a letter from Harry to you and others, dated January 13, and copies of four research proposals. This is the first I have heard about my being on an NAEB research committee or on a subcommittee thereof, other than by a phone call from Harry yesterday advising me that this material was headed my way.

In view of the fact that you appear to have a short-term deadline, I am giving you my recommendations on the four applications. I would recommend disapproval of the applications from Ithaca College and from George Washington University, and for the same reason in both cases: that I would hate to see the NAEB's limited research funds wasted. The Ithaca proposal calls for research of a most complex and sophisticated kind on audience perceptions, program effects and program consequences. With all due respect to the economists who are proposing blithely to do all this, I doubt that they know just what they are getting into. Certainly they propose no research procedure which assures us to the contrary. If they could propose a limited and competent design for research on their problem, I would feel otherwise. But now, no. The George Washington proposal is even less competently framed than the Ithaca proposal. For whereas the Ithaca people at least stated their research objective clearly, the George Washington proposal specifies neither research objective nor procedure. To approve either of these would be, in effect, to write blank checks.

The University of Utah proposal I would recommend be approved, for obvious reasons. It proposes pertinent hypotheses and a competent research design.

I would also recommend approval of the Ohio State proposal. We badly need more attention to the historical aspects of broadcasting and this proposal certainly seems both pertinent and competent.

With best regards to you and your family.

Cordially yours,

Dallas W. Smythe
Acting Director

27 January 1959

Dr. Irving R. Merrill
Director of Research, WKAR-TV
Michigan State University
East Lansing, Michigan

Dear Irv:

They didn't waste much time putting the new members of the NAEB research committee to work!

Here is my view of the four research projects submitted:

KUED, University of Utah: I put this one at the top of my list of priorities. I'm sorry that more exciting hypotheses are not being built into this one; it seems to be a rather routine exercise in a way. But I think it's worth doing and the sort of thing NAEB should be encouraging. And I think they have the people to do a job.

Ohio State project in radio history: This would have my top priority if the outcome were anything but a slide lecture. However I think this is worth doing in any case. (I'd have suggested a visit to our Mass Communications History Center had Sam not made the point; I think some materials here might be worth poking through.) This one, too, seems to be well staffed.

Ithaca College program evaluation: I do not think this proposal merits support as it stands. The proposal itself is very fuzzy about exactly what they intend to do. The budget seems unrealistic; for example it calls for at most 100 hours of interviewing each, in what is "naturally" a before-after study with a "cross-section" of the population. In short I don't think they know what they're doing.

George Washington University: I see no merit in this proposal whatever. It doesn't seem worthy of extended comment.

It's a pleasure to be working with you on this; wish all these little duties were as painless as this one.

Yours,

Bruce H. Westley
Associate Professor

bhw/bgs
CC Dr. Samuel L. Becker
464 Riverside Drive., Apt. 61
New York 27, N.Y.

Sam - Thanks for the kind words! BHW

February 9, 1959
WHA-TV, Madison, Wis.

Dr. Dallas W. Smythe
Acting Director
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear Dallas:

Your recent letter to Irv Merrill makes me realize that you never were officially notified of your appointment to the NAEB Research Committee. You were included in the roster of this Committee which I originally sent to Chairman Becker, but somehow in transmitting the information on all the committee members to headquarters your name was inadvertently omitted.

Anyway, it's good to see you're already working as a member of the Committee and making your usual valuable contributions. This note, then, is just to provide official recognition of a "situation in being" and extend my personal welcome and appreciation for your willingness to serve.

Most cordially yours,

Bill

William G. Harley

WGH:jc

~~Research~~ ~~Public Relations~~ Committee

February 9, 1959
WHA-TV, Madison, Wis.

RECEIVED
NAEB HEADQUARTERS
FEB 10 1959
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

Dr. Dallas W. Smythe
Acting Director
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear Dallas:

Your recent letter to Irv Merrill makes me realize that you never were officially notified of your appointment to the NAEB Research Committee. You were included in the roster of this Committee which I originally sent to Chairman Becker, but somehow in transmitting the information on all the committee members to headquarters your name was inadvertently omitted.

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Most cordially yours,

Bill

William G. Harley

WGH:jc

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

February 28, 1959

RECEIVED
NAEB HEADQUARTERS
MAR 4 1959
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dr. Harry K. Skornia
Executive Director
National Association of
Educational Broadcasters
University of Illinois
119 Gregory Hall
Urbana, Illinois

Dear Dr. Skornia:

Please excuse the delay in responding to your letter of January 26.

As you suggest in your letter, the three proposals submitted by NAEB, dated November 21, November 24, and November 25, do call for work to be done in the general areas specified in Part B of Title VII. As you know, activities under Part B may be contracted for by the Commissioner after consultation with the Advisory Committee. Therefore, we are glad to have your proposals as suggestions to the Commissioner regarding work which might become the subject of a contractual arrangement if that were found to be appropriate. We are receiving a number of good proposals, and the Commissioner will be unable to make contracts for carrying out all of them. In some cases, the interest of the Program might be best accomplished by combining a number of suggestions and contracting with what appears to be the best source in the particular situation.

Again, let me say that we were very pleased to receive your proposals.

Sincerely yours,

/s/

Kenneth D. Norberg
Program Consultant
New Educational Media

cc: Mr. William G. Harley
Mr. Carl H. Menzer
Dr. Sam L. Becker
Mr. Gald Adkins
Mr. Jack McBride

RADIO STATION
KUOW
1000 watts FM 90.5 m.c.

THE UNIVERSITY OF WASHINGTON
Seattle 5, Washington

March 25, 1959

Reply
Lazarsfeld would be interested.

Dr. Samuel L. Becker
TV Center
State University of Iowa
Iowa City, Iowa

Dear Dr. Becker:

At the suggestion of Harry Skornia, I have sent you a copy of the full report of my NAEB-supported research project, "A Comparative Study of Personal Influence Exerted in Selected Content Areas by the Audience of an Educational FM Radio Station."

It is his thought that the report might be bicycled to the various members of the Research Committee. Since it is one of only two copies I have, I would appreciate it if I could receive the bulky beast back when it has completed its travels. Two other copies are on file at NAEB Headquarters.

I would welcome questions, comments or criticisms from any members of the Research Committee.

UNIVERSITY OF SOUTHERN CALIFORNIA
UNIVERSITY PARK
LOS ANGELES 7

March 31, 1959

Dr. Samuel L. Becker, Chairman
NAEB Research Committee
106 Morningside Drive
New York 27, New York

Dear Sam,

The forthcoming book on research methods in speech is being edited by Clyde Dow of Michigan State University, I believe. I heard about the volume through Milton Dickens of our institution, who has prepared a chapter on experimental method.

Would it be proper for the Research Committee to send a little summary of some of the recommendations or conclusions of the Ohio State Research Seminar when it distributes the next announcement of grants-in-aid? Could the Committee conveniently and properly offer its services in commenting upon proposals for funds of The National Defense Education Act that members of NAEB may wish to submit to the Committee? Would it be possible and proper for the Committee to consider the feasibility of seeking further funds and making larger grants? These are some of the questions that occur to me as I read your letter of March 22. I am not sure that these are the right kinds of questions to be asking, but I do feel fairly sure that they are not wholly simple questions to answer.

Here's hoping that your Easter season has been a happy one and that New York is treating you well.

Cordially,

Kenneth Harwood, Chairman
Department of Telecommunications

kh:mk

air mail

MICHIGAN STATE UNIVERSITY EAST LANSING

RADIO STATIONS · WKAR · WKAR—FM

Mr. Sam Becker
Chairman, NAEB Research Committee
T V Center
State University of Iowa
Iowa City, Iowa

Dear Sam:

I am writing you for some hurried help.

Recently I became involved in the forthcoming Conference on Networking in Educational Broadcasting which will be held in Washington in May. If you don't have details on the meeting, let me explain briefly that it will be the purpose of the meeting to produce a document for the US Office of Education in what they called 'sharing of resources and facilities' in educational broadcasting. They need this information to relate to Magnuson proposals coming to them or through them. My responsibility is to give a report on radio networking, excepting Wisconsin and NAEB,projects.

Since I usually 'work through channels ' I thought perhaps you could direct me to already existing information or to some persons who would be able to give me some briefs as to their involvement in this process. Personally, I am already somewhat familiar with what is going on in many areas of the country, but there must me a great deal about which I know nothing.

I said I write for 'hurried help' in that I must have some data by the end of the first week in May, so that I might compile a report. Perhaps you or your committee could come to my assistance, or at least give me some advice as to sources of information which I might contact on my own.

I anxiously await your response.

Cordially,

Larry

~~Larry~~ Frymire, Chairman, NAEB Radio Planning Committee.
Manager

April 7,1959

Letter arrived Thurs, Apr. 9th, 4:30 P.M., air mail, special.
Mavis

The Role of the NAEB

Article done. Just NF.

At mid-century, America finds itself strangely uneasy. What is our reputation abroad? How strong is our leadership? Have we lost Asia? Have we lost world respect? Are we too materialistic? How can our educational system best be assisted by us and our tools to meet the pressures and criticisms, precipitated on it (but not caused) by Sputnik?

A few years ago, these would have seemed like strange questions for an association of educational "station operators" to be talking about. For we would have been expected to be praising or exercising our gadgets: microphones, cameras, films, trick shots, echo chambers, etc.

I think we can refer to 1957-58 as the year the NAEB most definitely began to give evidence of having "found itself"...when it began to exhibit the type of broad understanding, educational orientation, leadership, and confidence in its own resources that mean that it's now "growing up."

For many years we had felt vaguely aware of the need for better training and higher standards for the people in charge of planning and producing the intellectual and cultural radio and TV fare on which Americans live, thrive or grow; or vegetate and wither. In 1949, with the first Allerton Seminar, we held our first "soul-searching" sessions. Since then we have held some 24 national seminars and workshops, which have been attended by some 700 members of the staffs of educational stations. These people have been brought together in close association with over 100 consultants of the level of Harold Lasswell, Robert Redfield, Allen Nevins, and over 100 others representing the best minds, in many problem areas, in our nation. For the NAEB has always felt that incest must be avoided at all costs: We must constantly expose ourselves to the best minds, and the most basic social, educational, economic and moral problems, of the U. S. In how we handle those problems we shall demonstrate whether or not we have achieved intellectual and professional maturity, or whether we represent an essential service or not.

In the programs provided by NAEB member stations, both in radio and television, that maturity is being demonstrated more and more. We are proud not only of Jeffersonian Heritage, Ways of Mankind, People Under Communism and our various earlier prestige series. We are equally proud of The Dead Sea Scrolls, The Creative Mind, Pacific Portraits, and other series produced by our regular members. It would have been ridiculous to expect member stations to be able to turn out such uniformly high quality programs a few years ago. Thanks to our program grants-in-aid (now handled jointly with the Educational Television and Radio Center), standards have risen — and what seemed unrealizable goals a few years ago are now commonplace standards. A tradition of quality and integrity has sprouted in what yesterday was desert.

In addition to the program grants-in-aid which have assisted some 40 member institutions (often indirectly) to improve staff and production facilities, grants-in-aid have also been given to help member institutions to set up and conduct workshops and seminars on their own: for teachers, administrators, producers, writers, managers and those teachers who use the programs. This year 12 such workshop grants-in-aid were given. This supplemented the 7 program grants-in-aid given, the 3 research grants-in-aid given for new types of original research, and the seven national seminars, workshops and meetings we have run ourselves since December of 1957: in research, instructional techniques and utilization, station management, teacher-training, engineering and recording, children's programming, and cooperation with other national organizations. The NAEB's own intensive workshops, seminars and conferences (excluding Conventions and Regional Meetings) were attended by 203 different individuals involved in educational uses of TV and radio; 19 more were recipients of NAEB Scholarships, and some 300 more studied at workshops, seminars and summer sessions supported in part by the NAEB Workshop Grants-in-Aid mentioned above.

about 12. sorry can't dig out list.

In other words, many of the NAEB's major efforts are now devoted to training: to the development of higher and higher standards, capabilities and education for those who are responsible for the operation of educational TV and radio facilities.

In this respect we are all "teachers" or part of a teaching function going on under the banner of an educational auspice, which we represent. And, to quote Frank G. Jennings in Saturday Review, "Teaching is a dangerous profession. It deals with our children, the most precious of our natural resources. It refines them into brave and wonderful adults or it grossly degrades them into dull, over-aged adolescents. Its results mold and determine the shape of our nation and the character of our people."

Perhaps, by dint of the effort to raise the standards of all educational broadcasters, we may help raise the standards that begin to be recognized as necessary also for commercial broadcasters. We feel that the movement which we represent, in part, will be built on people, not merely on dollars, or even on stations alone. Neither will it rise or fall on the basis of what is done in an office in Washington, New York, Ann Arbor or Urbana.

In the years ahead, and in subsequent years, we feel that foundation support, from which funds for much of the above type activity has come, will become less and less available. Therefore part of this past year's meetings (notably the one on ETV instruction) was attempted on a self-supporting basis (with Purdue University). We believe this is a sound basis, and that members, more and more, will be willing to pay their own way for such essential seminars.

Perhaps we should say a word about how we see TV as an instructional tool. First of all we don't see it alone: we see it in relation to other tools and methods. Secondly, far from believing that TV should "do everything", we do and shall resist use the ↓ of ETV for any educationally irresponsible purposes. We oppose its use as an evasion for the segregation

issue just as we oppose its use as an evasion for meeting shortages of teachers, space or money.

Some of the wisest people in American education have serious reservations about the use of TV and radio for education. These people deserve to be heard, soberly and thoughtfully. And the uses we come up with should take into account the sincerity of purpose of leaders from all types of position and all sorts of organizations.

It won't be easy in the years ahead. But the vineyard is large. Fellow workers are welcomed. For meeting the educational problems of the years ahead, the NAEB humbly realizes the multiplicity of skills and tools which will be required. It seeks to insure that the contributions made in the name of the NAEB, at least, shall be characterized by integrity, humility and cooperation with the other educational agencies of the U. S.

We hope and trust that, a century from now, in retrospect, it can be said of us all --- that we may have had our natural differences but that our common concerns as educators were too great to allow us to behave in any instance except as educators of integrity and principle; as gentlemen who respect each others' tools and intelligence as well as each others' special skills and sincere, selfless contributions to American Education.

H. J. Skornia

October 9, 1958

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
14 Gregory Hall, Urbana, Illinois

TELEVISION MONITORING STUDIES ORDER BLANK

NEW YORK TELEVISION (Studies No. 1 and No. 4), by Dallas W. Smythe, paper bound, 108 pages, this study covers New York Television for the period of Jan. 4-10, 1951 and January 4-10, 1952 (compared). Date issued August, 1952.

*Price - $5.00

LOS ANGELES-TELEVISION (Study No. 2) by Dallas W. Smythe and Angus Campbell, paper bound, 94 pages, this study covers Los Angeles Television for the period of May 23-29, 1951 and July 30-. Date issued December, 1951.

*Price - $5.00

CHICAGO SUMMER TELEVISION (Study No. 3) by Hans O. Mauksch and Donald Horton and Kurt Lang, paper bound, 73 pages, this study covers Chicago Summer Television for the period of August 5, 1951. Date issued December, 1952.

*Price - $5.00

NEW HAVEN TELEVISION (Study No. 5) by Dallas W. Smythe, paper bound, 119 pages, this study covers the period of May 15-21, 1952. Date issued April, 1953.

*Price - $5.00

THREE YEARS OF NEW YORK TELEVISION (Study No. 6) by Dallas W. Smythe, paper bound, 161 pages, this study covers New York Television for the period of January 4-10, 1951-53. Date issued July, 1953.

*Price - $5.00

FOUR YEARS OF NEW YORK TELEVISION (Study No. 7) by H. H. Remmers, paper bound, this study covers New York Television for the period of January, 1954. Date issued June, 1954.

*Price - $5.00

*Price to NAEB Members is $1.00

* *

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
14 Gregory Hall, Urbana, Illinois

ORDER FORM

_____	New York Television	_____ $5.00	_____ $1.00
_____	Los Angeles-Television	_____ $5.00	_____ $1.00
_____	Chicago Summer Television	_____ $5.00	_____ $1.00
_____	New Haven Television	_____ $5.00	_____ $1.00
_____	Three Years of New York Television	_____ $5.00	_____ $1.00
_____	Four Years of New York Television	_____ $5.00	_____ $1.00

AMOUNT OF ORDER $_____

BILL ME ( )

CHECK ATTACHED ( )

NAME_____

ADDRESS_____

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MISCELLANEOUS MATERIAL

Publ. No.

Q-8 The NAEB Radio-Television Bibliography - Burton Paulu

A listing of books and articles on all the nontechnical aspects of broadcasting covering the period January 1, 1949 to June 30, 1952. 129 pp. Paper. $2.00

D-5 NAEB Director of Members

The location, call letters, power and frequency, names and telephone numbers of all NAEB members. July 1, 1956 (revised January 1, 1957). 54 pp. Paper. $2.00

Q-4 Clearance Rights and Legal Problems of Educational Radio and Television Stations - Fredrick S. Siebert

A brief summary covering such points as "Common-Law Portection," "Copyright Protections," "Use of Copyrighted Literary Materials," "Recording Rights," "Unfair Competition," "Privacy," and "Contractual Obligations." February, 1955. 6 pp. Paper. 50

D-7 Technical Directory - Cecil S. Bidlack, Editor

Listing of technical personnel at educational radio and television stations, and production stations. February, 1957. 26 pp. Paper. 50¢

P-5 NAEB Newsletter

The official monthly periodical of the National Association of Educational Broadcasters. Approximately 10 pp. Paper. $5.00 per year. (Back issues 50¢ when available).

P-6 NAEB Engineering Newsletter

A quarterly publication giving latest news in the technical field of interest to educational technical personnel, including "Technical Tips," news of personnel, equipment needed and for sale, technical reports, etc. Approximately 6 pp. Paper. $2.00 per year. (Back issues 50¢ when available).

P-7 NAEB Journal

A professional journal devoted to articles prepared by leaders in the field of education and concerned with the utilization of radio and television for education, as well as the specific field of educational broadcasting. (Beginning with January, 1958, issue includes NAEB ETV Fact Sheets formerly sold separately. These Fact Sheets are an effort to digest and centralize available research, principally on the effectiveness of radio and television as directly instructional tools. Includes research into techniques of presentation, production principles, and content and audience research.) Published eight times a year (monthly except June, July, August and September). Approximately 50 pp. Paper. $4.00 per year. (Back issues 50¢ when available.)

REPORTS OF WORKSHOPS AND SEMINARS

Publ. No.

W-1 Public School Broadcasting (Third Allerton Seminar) - Harry Lamb, Editor
A report of the deliberations and recommendations of the seminar on in-school broadcasting, held at Allerton Park, University of Illinois, June 15-24, 1952. 50 pp. Paper. $1.00

W-2 In-School Writers' Seminar - Edward Stasheff, Editor
A report of the seminar for writers of in-school radio programs held at Station KSLH, St. Louis, Missouri, June 7-11, 1954. 36 pp. Paper. $1.00

W-3 NAEB Region II Seminar Workshop Report - R. F. Schenkkan, Editor
Report of meeting of NAEB members in Region II, held March 13-14, 1953, at the University of North Carolina. 25 pp. Paper. $1.00

W-4 NAEB Region III Workshop Proceedings - William Bender, Jr., Editor
Report of the meeting of NAEB members in Region III, held May 22-24, 1953, at the University of Michigan. 19 pp. Paper. $1.00

W-5 NAEB Lincoln Lodge Seminar on Educational Television - Burton Paulu, Editor
A report of the deliberations and recommendations of leaders in the field of educational broadcasting who gathered at the University of Wisconsin, June 21-27, 1953, for an intensive "think session" about educational television. June, 1953. 109 pp. Paper. $2.00

W-6 NAEB First TV Production Workshop - 1953 - Edward Stasheff, Editor
Report of production workshop for persons engaged in educational television, held at the University of Illinois, August 28-September 18, 1953. September, 1953. 112 pp. Paper. $2.00

W-7 NAEB Second TV Production Workshop - 1954 - Edward Stasheff, Editor
Report of the production workshop for persons engaged in educational television, held at Michigan State University, August 23-September 10, 1954. An account of its lectures, demonstrations, procedures and projects. April, 1955. 133 pp. Paper. $2.00

W-8 NAEB First TV Engineering Workshop - 1954 - Cecil S. Bidlack, Editor
Report of the engineering workshop for technical personnel in educational television, held in New York City, October 22-26, 1954. June, 1955. 61 pp. Paper. $2.00

W-9 NAEB Management Seminar - 1953
Report of the seminar for educational television management personnel, held at Iowa State College. September, 1955. Paper. $1.00

W-10 NAEB Region IV Meeting

Report of the meeting of NAEB members in Region IV, held October 1, 1954, at Iowa State College. October, 1954. 24 pp. Paper. $1.00

REPORTS OF WORKSHOPS AND SEMINARS (CON'T.)

Publ. No.

W-11 NAEB Region VI Seminar-Workshop - James S. Miles, Editor
Report of the meeting of NAEB members in Region VI, held October 16-17, 1953, at the University of Oregon. February 1, 1955. 33 pp. Paper. $1.00

W-12 NAEB Region I Conference
Report of meeting of NAEB members in Region I, held April 8-9, 1955, at the University of Massachusetts. August 15, 1955. 38 pp. Paper. $1.00

W-13 NAEB Third TV Production Workshop - 1955 - Edward Stasheff, Editor
Report of the Production Workshop for persons engaged in educational television, held at the State University of Iowa, August 14-September 3, 1955. 1956. 72 pp. Paper. $2.00

W-14 NAEB Second TV Engineering Workshop - 1955 - Cecil S. Bidlack, Editor
Report of the engineering workshop for technical personnel in educational television, held at Michigan State University, September 12-16, 1955. 1956. 189 pp. Paper. $2.00

W-21 NAEB Radio and Audio Engineering Seminar - Cecil S. Bidlack, Editor
Report of the Radio and Audio Engineering Seminar held at Allerton Park, University of Illinois, May 27 - June 1, 1956, for technical personnel in NAEB member radio stations. July, 1956. 23 pp. Paper. $1.00

W-22 NAEB TV Lighting and Staging Workshop - Hazen J. Schumacher, Editor.
Report of the TV Lighting and Staging Workshop held at the University of Michigan, August 19-22, 1956, for ETV personnel actively engaged in lighting and staging work. February, 1957. 10 pp. Paper. 50¢

W-23 NAEB TV Program Planning Seminar - William G. Harley, Editor
Report of the Program Planning Seminar, for personnel actively engaged in planning of programs for ETV stations and production centers, held at the University of Wisconsin, August 26-September 1, 1956. February, 1957. 64 pp. Paper. $1.00

W-24 NAEB Region V Conference - Gale R. Adkins, Editor
Report of the meeting of NAEB members in Region V, held June 14-15, 1956, in Denver, Colorado. February, 1957. 43 pp. Paper. $1.00

RESEARCH MATERIAL

Publ. No.

R-1 The National Association of Educational Broadcasters: A History - Harold E. Hill
A survey of the development of the NAEB from its founding in 1925 to the present day. (M.S. Thesis: University of Illinois, 1954) October 1, 1954. 65 pp. Paper. $1.00

R-2 Some Comparisons Between British and American Television (Research Project Report #2) - John T. Suchy
Excerpts from a thesis presented in partial fulfillment of the requirements for the M.A. Degree in Journalism at the State University of Iowa. October, 1954. 22 pp. Paper $1.00

R-3 The Administrative Problems of the 10-Watt Educational FM Station (Research Project Report #3) - Lowell G. Perry
A study of the 10-watt FM station: organization, policy, programming, music activities, equipment, engineering, budget, etc. October, 1954. 30 pp. Paper. $1.00

R-16 Children's Programs on Educational TV Stations - William G. Dochterman
An analysis of children's programming on ETV stations in the United States, as of May 1, 1956. June 30, 1956. 35 pp. Paper $1.00

NAEB ENGINEERING COMMITTEE REPORTS

Publ. No.

E-1 No. 1 Television Equipment - Carl Menzer
This report covers television and radio broadcasting equipment displayed at the NARTB convention in Los Angeles, April-May, 1953. Emphasis is placed on the description of new equipment shown or announced for the first time. An attempt is made to give as much information as possible for those educational institutions which plan to purchase television equipment. Prices are not quoted. May, 1953. 25 pp. Paper. 50¢

E-3 No. 3 Operating Techniques for Video Recorders - Keith K, Ketcham and Herbert T. Krajewski
This report contains sections on "The Positive Sound Track," "Exposing the Positive Picture," "Exposing the Negative Picture," "Developing the Exposed Negative," "Printing the Negative," "Exposure Comparison," and "Some Difficulties Encountered." July, 1953. 11 pp. Paper. 50¢

E-4 No. 4 Engineering Operations Problems Based on Three Years of Operation (WIO-TV)
A survey of the problems encountered in television operations as observed over a three-year period. The report contains sections on "Film Slide Operation," "Addition of Live Net," and "Addition of Live Studio Operation." November, 1953. 4 pp. Paper. 50¢

E-5 No. 5 The Theory of Video Recording - Joseph W. Belcher
This report is intended as a guide to making good video recordings using standard techniques. There are sections on "Basic Theory," "Sensitometry," "Electrical Factors Influencing Exposure," "The Need for Gamma Correction," "Film Standards," and "Sound." March, 1954. 19 pp. Paper. 50¢

E-6 No. 6 NAEB Tape Recording - Carl Menzer
This report was written in and effort to improve the audio quality of the programs supplied by the NAEB Network. There are sections on "Amplifier Characteristics--Electrical," "Recording and Playback Head Maintenance and Adjustment." April, 1954. 6 pp. Paper. 50¢

E-7 No. 7 AM-FM-TV Equipment - Carl Menzer
This report covers new equipment displayed at the NARTB Equipment Exposition held in Washington, D. C., May 22-26, 1955. No attempt is made to describe equipment which has been on the market for some time and with which most are familiar. Much of such equipment was covered in NAEB Engineering Committee Report No. 1, issued in 1953. Neither is any attempt made to describe equipment which obviously would not interest members of the NAEB. May, 1955. 7 pp. Paper. 50¢

NAEB ENGINEERING COMMITTEE REPORTS (CONT)

Publ. No.

F-8 No. 8 AM-FM-TV Equipment - Carl Menzer
This report covers new equipment, including the Ampex Videotape Recorder, displayed at the NARTB Equipment held in Chicago, April 15-20, 1956. No attempt is made to describe equipment which has been on the market for some time and with which most are familiar. Much broadcasting equipment has been covered in NAEB Engineering Reports No. 1 and No. 7. Only equipment believed of interest to NAEB members id described. May, 1956. 13 pp. Paper. 50¢

E-10 Complete Set, 7 Engineering Reports. $2.50

Q-10 Test Equipment Inventory - Cecil S. Bidlack, Editor
A detailed inventory of the test equipment in use at educational radio and television stations and production centers including station data and listing chief engineers. February, 1957. 37 pp. Paper. $1.00

NAEB TV OPERATIONS COMMITTEE REPORTS

Publ. No.

0-1 No. 1 Survey of Physical Plant and Equipment - Ray J. Stanley
A survey of the buildings, equipment, and studio space of existing educational television operations. October, 1953. 16 pp. Paper. 50¢

0-2 No. 2 Salary Scales - Ed Wegener (Available only to NAEB members)
A survey of salary scales at six educational television stations. October, 1953. 7 pp. Paper. 50¢

0-3 No. 3 Organizational Charts - Ed Wegener
Organizational charts of five educational television stations. October, 1953. 5 pp. Paper. 50¢

0-4 No. 4 Survey of Typical Costs of Typical Programs - Vernon Bronson
An analysis of costs of the educational television program divided by properties, sets, production, art work, etc. October, 1953. 6 pp. Paper. 50¢

0-5 No. 5 Intra-Institution Relationships - Paul B. Rickard
This report contains the findings of a questionnaire designed to gather information on the organization and status of television within the institutions actively engaged in or planning for telecasting. October, 1953. 6 pp. Paper. 50¢

0-6 No. 6 Student and Staff Training - Earl Wynn
A survey of the facilities and training offered at nine educational institutions in the field of television. October, 1953. 22 pp. Paper. 50¢

0-7 No. 7 Compensation of Faculty for Appearances on Educational Television Programs - H. E. Hill, Editor (Available only to NAEB members)
A compilation of information received from 20 NAEB members who either operate their own television stations or produce programs over a commercial television station. September, 1954. 13 pp. Paper. 50¢

0-10 Complete set of 7 TV Operations Reports (Available only to NAEB members), $3.00

0-11 Set of TV Operations Reports Numbers 1, 3, 4, 5, and 6, $2.00

NAEB TV DEVELOPMENT COMMITTEE REPORTS

TD-1 No. 1 Student and Staff Training in Educational Television Stations - Art Weld

A survey of the staff and student training programs of 13 educational television stations. Trends in training may be studied by comparing this study with an earlier one done in 1953 (TV Operations Committee Report No. 6). June, 1956. 13 pp. Paper. 50¢

TD-2 No. 2 Compensation of Faculty for Appearances on Educational Television Programs - Jack McBride

Summary statements from 26 educational institutions regularly producing educational TV programs (Either over their own stations or commercial facilities) concerning the problem of compensation for faculty members appearing on ETV programs. Trends in this still evolving problem area may be studied by comparing this report with an earlier one issued in 1954 (TV Operations Committee Report No. 7). June, 1956. 15 pp. Paper. 50¢

TELEVISION MONITORING STUDIES

Publ. No.

M-1 New York Television (Studies #1 and #4) - Dallas W. Smythe
A comprehansive study of the programs carried by the New York City television stations during the period January 4-10, 1951 and January 4-10, 1952. 108 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

M-2 Los Angeles Television (Study #2) - Dallas W. Smythe and Angus Campbell
A comprehenseive study of the programs carried by the Los Angeles television stations during the period May 23-29, 1951. 94 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

M-3 Chicago Summer Television (Study #3) - Hans O. Mauksch, Donald Horton, and Kurt Lang
A comprehensive study of the programs carried by the Chicago television stations on August 5, 1951. 73 pp. Paper $3.00 (Special price to NAEB members - $1.00)

M-4 New Haven Television (Study #5) - Dallas W. Smythe
A comprehensive study of the programs carried by the New Haven television station during the period May 15-21, 1952. 119 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

M-5 Three Years of New York Television (Study #6) - Dallas W. Smythe
A comprehensive study of the programs carried by the New York City television stations during the period January 4-10, 1953. and compared with January 4-10, 1951 and 1952. 161 pp. Paper $3.00 (Special price to NAEB members - $1.00)

M-6 Four Years of New York Television (Study #7) - H. H. Remmers (Purdue Opinion Panel)
A comprehensive study of the programs carried by the New York City television stations during the period January 25-31, 1954 and compared with the three previous years. 92 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

R-2 See also Some Comparisons Between British and American Television (Research Project #2) - John T. Suchy
Excerpts from a thesis presented in partial fulfillment of the requirements for the M.A. Degree in Journalism at the State University of Iowa. October, 1954. 22 pp. Paper. 50¢

M-10 Complete set of all Monitoring Studies listed above, $15.00 (special price to NAEB members - $5.00).

Research Committee

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB

Harry: This went to each research committee member.

RECEIVED
NAEB HEADQUARTERS
MAR 24 1959
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

14 GREGORY HALL
URBANA, ILLINOIS
March 22, 1959

Through the diligent efforts of most of the members of the NAEB Research Committee, and the cooperation of all of the would-be broadcast researchers who failed to submit applications, the first task of our committee for 1959 was dispatched in record time. I am still not sure why we have failed to get a better response to our grants-in-aid program. Admittedly, $500.00 is small pickings when compared to some of the money floating around these days but, unlike most such grants in broadcasting, ours are available for graduate students working under capable direction. This should certainly be an inducement. Also, our notices went out much earlier this year than they have for a number of years. We tried to place them in the hands of stations and departments just after the opening of the academic year. As Irv Merrill has indicated, if any of you have ideas for the improvement of this grants program, please offer them.

Equally important, we would appreciate any suggestions which you have for ways in which you feel our committee might serve educational broadcasting research. This is not to say that I think we ought to look for something to do to keep busy, simply because someone has designated us as a committee. (I am certain that none of you needs additional suggestions for ways to keep busy!) However, if there is a need which we might fill, I think that it should be considered by the committee. The NAEB currently has two or three proposals before the Department of Health, Education, and Welfare (under Title VII of the Hill-Elliot bill). If one or more of these goes through, there will certainly be a need for advice and assistance from members of the research committee.

I am looking forward to hearing from you. I can be reached at the address below or at the Bureau of Applied Social Research, Columbia University.

Best

Sam

Samuel L. Becker, Chairman
NAEB Research Committee
105 Morningside Drive
New York, 27, N.Y.

June 23, 1959

Prof. Hideya Kumata
Communications Research Center
College of Communications Arts
Michigan State University
East Lansing, Michigan

Dear Hide:

We have a rush request for recommendations for a good research man orientated in television or radio to head up the U. S. Office of Education work on the Title VII grants. The job will be a GS 14 or 15, pays from $11,355 up to $12,770 or so. They want the NAEB to help find the best man possible. The problem is we need some names by Thursday afternoon. I would appreciate your calling or wiring me (collect if you wish) any suggestions you have.

Cordially,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

June 23, 1959

Dr. Kenneth Harwood
Chairman, Department of
Telecommunications
University of Southern
California
University Park
Los Angeles 7, California

Dear Ken:

We have a rush request for recommendations for a good research man orientated in television or radio to head up the U. S. Office of Education work on the Title VII grants. The job will be a GS 14 or 15, pays from $11,355 up to $12,770 or so. They want the NAEB to help find the best man possible. The problem is we need some names by Thursday afternoon. I would appreciate your calling or wiring me (collect if you wish) any suggestions you have.

Cordially,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

June 23, 1959

Dr. Irving R. Merrill
Director of Research, ~~WKAR-TV~~
Michigan State University
East Lansing, Michigan

Dear Irv:

We have a rush request for recommendations for a good research man orientated in television or radio to head up the U. S. Office of Education work on the Title VII grants. The job will be a GS 14 or 15, pays from $11,355 up to $12,770 or so. They want the NAEB to help find the best man possible. The problem is we need some names by Thursday afternoon. I would appreciate your calling or wiring me (collect if you wish) any suggestions you have.

Cordially,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

June 23, 1959

Mr. John B. Ellery
Director
Radio-TV Research
Wayne State University
Detroit 2, Michigan

Dear John:

We have a rush request for recommendations for a good research man orientated in television or radio to head up the U. S. Office of Education work on the Title VII grants. The job will be a GS 14 or 15, pays from $11,355 up to $12,770 or so. They want the NAEB to help find the best man possible. The problem is we need some names by Thursday afternoon. I would appreciate your calling or wiring me (collect if you wish) any suggestions you have.

Cordially,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

June 23, 1959

Prof. Bruce H. Westley
Department of Journalism
University of Wisconsin
Madison, Wisconsin

Dear Bruce:

We have a rush request for recommendations for a good research man orientated in television or radio to head up the U. S. Office of Education work on the Title VII grants. The job will be a GS 14 or 15, pays from $11,355 up to $12,770 or so. They want the NAEB to help find the best man possible. The problem is we need some names by Thursday afternoon. I would appreciate your calling or wiring me (collect if you wish) any suggestions you have.

Cordially,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

June 23, 1959

Prof. Richard Evans
Department of Psychology
University of Houston
Houston, Texas

Dear Dick:

We have a rush request for recommendations for a good research man orientated in television or radio to head up the U. S. Office of Education work on the Title VII grants. The job will be a GS 14 or 15, pays from $11,355 up to $12,770 or so. They want the NAEB to help find the best man possible. The problem is we need some names by Thursday afternoon. I would appreciate your calling or wiring me (collect if you wish) any suggestions you have.

Cordially,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

NAEB COMMITTEES – 1959

Executive Committee: William Harley, Stations WHA-AM-FM-TV, University of Wisconsin, chairman; Graydon Ausmus, Station WUOA, University of Alabama; Robert Coleman, East Lansing, Michigan; Keith Engar, Station KUED, University of Utah; Jack McBride, Station KUON-TV, University of Nebraska; Robert Schenkkan, Station KUT-FM, University of Texas.

Awards and Citations Committee: Franklin Dunham, U. S. Office of Education, chairman; Richard Hull, Stations WOSU-AM-FM-TV, Ohio State University; H. B. McCarty, Stations WHA-AM-FM-TV, University of Wisconsin; Frank Schooley, Stations WILL-AM-FM-TV, University of Illinois; I. Keith Tyler, Institute for Education by Radio-TV, Ohio State University; Judith Waller, 1515 Davis Street, Evanston, Illinois.

Constitution Committee: James Miles, Station WBAA, Purdue University, chairman; Richard Bell, Arizona State College; Franklin Dunham, U. S. Office of Education; Garnet Garrison, University of Michigan; Armand Hunter, Station WMSB, Michigan State University; Leonard Marks, Cohn & Marks, Washington, D. C.

Engineering Committee: Carl Menzer, Stations WSUI and KSUI, State University of Iowa, chairman; John Brugger, Washington County Public Schools, Hagerstown, Maryland; Keith Ketchum, Stations WOI-AM-FM-TV, Iowa State University; C. E. Phillips, Station WERS, Emerson College; Fred Remley, TV Center, University of Michigan; Jack Stiehl, Stations WHA-AM-FM-TV, University of Wisconsin; and another member to be named.

Finance Committee: William Harley, University of Wisconsin, Chairman.

Planning Subcommittee: Richard Hull, Stations WOSU-AM-FM-TV, Ohio State University, chairman; James Miles, Station WBAA, Purdue University; Frank Schooley, Stations WILL-AM-FM-TV, University of Illinois.

Special Projects Subcommittee: Frank Schooley, Stations WILL-AM-FM-TV, University of Illinois, chairman; Richard Hull, Stations WOSU-AM-FM-TV, Ohio State University; Robert Schenkkan, Station KUT-FM, University of Texas.

Grants-in-Aid Committee: Edward Rosenheim, Jr., University of Chicago, chairman; R. Edwin Browne, Stations KFKU and KANU, University of Kansas; Larry Frymire, Stations WKAR-AM-FM, Michigan State University; Harry Lamb, Station WTDS, Toledo Public Schools; Mrs. Elizabeth Marshall, Station WBEZ, Chicago Board of Education.

Closed Circuit TV Committee: Leslie Greenhill, Pennsylvania State University, chairman; Neal Balanoff, Stephens College; William Brish, Washington County Public Schools, Hagerstown, Maryland; Glenn Macomber, Miami University, Oxford, Ohio; Miss Wanda Mitchell, Evanston Township High School; Donald Schein, Mohawk-Hudson Council on ETV, Schenectady, New York; Glenn Starlin, Inter-Institutional Teaching Project, University of Oregon.

TV Planning Committee: Jack McBride, Station KUON-TV, University of Nebraska, chairman; Franklin Bouswma, Station WTVS, Detroit Educational Television Foundation; Richard Burdick, Station WHYY-TV, Philadelphia, Pennsylvania; Hartford Gunn, Station WGBH-TV, Boston, Massachusetts; Keith Nighbert, Station WENH, University of New Hampshire; Richard Rider, Station WILL-TV, University of Illinois; John Schwarzwalder, Station KCTA, Minneapolis-St. Paul; Loren Stone, Station KCTS, University of Washington.

Radio Planning Committee: Larry Frymire, Stations WKAR-AM-FM, Michigan State University, chairman; E. G. Burrows, Station WUOM, University of Michigan; Clifford Eblen, Stations WHA-AM-FM, University of Wisconsin; Stephen Hathaway, Station WMUB, Miami University, Oxford, Ohio; Miss Ola Hiller, Station WFBE, Flint, Michigan; Hugh Mix, Station WNAD, University of Oklahoma; Len Press, Station WBKY, University of Kentucky; E. J. Slack, Station KUSD, University of South Dakota.

Utilization Committee: Gale Adkins, University of Kansas, chairman.

Radio Subcommittee: George Johnson, Station WFIU, Indiana University, chairman; Gertrude Broderick, U. S. Office of Education; James Fellows, Empire State School of the Air; Miss Marguerite Fleming, Station KSLH, St. Louis Board of Education; John Henderson, Station WBAA, Purdue University.

TV Subcommittee: Clair Tettemer, Station KETC, St. Louis, Missouri, chairman; Clifford Erickson, Chicago City Junior College; Miss Wanda Mitchell, Evanston Township High School; Uberto Neely, Station WCET, Cincinnati, Ohio; Lewis Rhodes, Station KUON, University of Nebraska.

Professional Advancement Committee: Earl Wynn, Stations WUNC-FM-TV, University of North Carolina, chairman; Vernon Bronson, Stations WTHS-FM-TV, Dade County Board of Public Instruction; R. Edwin Browne, Stations KFKU and KANU, University of Kansas; James Day, Station KQED, San Francisco; Donley Feddersen, Station WTTW, Chicago; Harry Lamb, Station WTDS, Toledo Public Schools; Carl Menzer, Stations WSUI and KSUI, State University of Iowa; Robert Schenkkan, Station KUT-FM, University of Texas.

Membership Committee: Raymond Hurlbert, Alabama ETV Commission, Birmingham, chairman; Mrs. Gertrude Broderick, U. S. Office of Education; Region I - Jack Summerfield, Stations WGBH-FM-TV, Boston, Massachusetts; Region II - Kenneth Christiansen, University of Florida; Region III - Lee Dreyfus, Station WDET, Wayne State University; Region IV - Father R. C. Williams, S. J., Creighton University; Region V - Bernarr Cooper, Station KNME-TV, University of New Mexico; Region VI - Mrs. Patricia Swenson, Station KBPS, Portland Public Schools.

Publications Committee: Frank Schooley, Stations WILL-AM-FM-TV, University of Illinois, chairman; Gertrude Broderick, U. S. Office of Education; Philip Lewis, Herman Felsenthal Elementary School, Chicago; Edward Stasheff, University of Michigan; Elmer Sulzer, Station WFIU, Indiana University; Tracy Tyler, University of Minnesota.

Public Relations Committee: Elmer Sulzer, Station WFIU, Indiana University, chairman; William Bender, Station WUOM, University of Michigan; Franklin Bouswma, Station WTVS, Detroit Educational Television Foundation; Raymond Cheydleur, Manatee Junior College; Milford Jensen, St. Olaf's College; Rae Weimer, University of Florida.

Radio Network Committee: Richard Vogl, Stations WOI-AM-FM, Iowa State College, chairman; Robert Boyle, Station KUOM, University of Minnesota; E. G. Burrows, Station WUOM, University of Michigan; Myron Curry, Station KFJM, University of North Dakota; Burt Harrison, Station KWSC, Washington State College; Kenneth Kager, Station KUOW, University of Washington; A. Paul Klose, Station WSOU, Seton Hall University; R. C. Norris, Station KUT-FM, University of Texas; Don Quayle, Station WOSU, Ohio State University; John Regnell, Stations WILL-AM-FM, University of Illinois; Jack Summerfield, Station WGBH-FM, Boston; Philip Thompson, Station WUOT, University of Tennessee; Wayne C. Wayne, Stations WKAR-AM-FM, Michigan State University.

Radio Network School Committee: Mrs. Kathleen Lardie, Station WDTR, Detroit Board of Education, chairman; McCabe Day, Station WVSH, School City of Huntington; Mrs. Dorothy Klock, Station WNYE, New York Board of Education; Miss Lillian Lee, Station WABE, Atlanta Board of Education; Mrs. Elizabeth Marshall, Station WBEZ, Chicago Board of Education; Miss Arlene McKellar, Stations WHA-AM-FM, University of Wisconsin; Claude Smith, Station WPSR, School City of Evansville, Evansville, Indiana; Mrs. Margaret Tyler, Stations WOSU-AM-FM, Ohio State University.

Research Committee: Sam Becker, TV Center, State University of Iowa, chairman; John Ellery, Wayne State University; Richard Evans, University of Houston; Kenneth Harwood, University of Southern California; Hidoya Kumata, Michigan State University; Irving Merrill, Station WMSB, Michigan State University; Bruce H. Westley, University of Wisconsin. + Dallas Smythe ✓.

Additional committee appointments will be announced later.

all accepted

June 25, 1959

Dr. Harry K. Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

I received a call from Irv Merrill sometime after I talked to you. He is very much interested in the Title VII job. I take it that he would not be unhappy to leave ~~Washington~~ Michigan State and that he finds the money attractive. I do not know whether it is too late for you to do anything about this - or whether you want to - but am passing on the information.

Just talked to Harwood too. He would vote for Westley, Kumata, Merrill -- in that order. He is definitely not interested.

It was good talking to you.

Best,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

Research Committee

PERSONAL
SPECIAL DELIVERY

June 22, 1959

Dr. Sam L. Becker
Executive Secretary
Television Center
State University of Iowa
609 Tenth Avenue
Iowa City, Iowa

Dear Sam:

Walter Stone, Roy Hall, and the USOE need your recommendations (and those of any committee member) as fast as possible (in a few days) for a good research man to head up this activity in the grant area (matching the level of J. J. McPherson who handles Part B: publication and distribution). Since McPherson is essentially A-V-oriented, it is our hope we may help them find someone experienced in TV and/or radio.

Some suggestions I'd made, besides your name: Les Greenhill, Bruce Westley, etc. Would very much like your (and the Committee's) recommendations. If you need to call some of 'em (except Dallas Smythe since he is now in Europe) we would appreciate. If your budget won't stand, send us the bills. We'll charge it to helping USOE.

If I don't hear by Friday, please communicate with Walter Stone directly, as the NAEB's Chairman. For I'll be away Friday and then again the following week.

The job will be a GS 14 or 15, paying from $11,355 up to $12,770 or so, depending on qualifications. They want the best man possible and are counting on the NAEB to help find such.

Regards, in a rush,

Harry J. Skornia
Executive Director

HJS/dp

bloc: Walter Stone
Dick Hull
William Harley

Research Committee

July 16, 1959

Dr. Sam L. Becker
Executive Secretary
Television Center
State University of Iowa
609 10th Avenue
Iowa City, Iowa

Dear Sam:

By all means see if you can "ear-mark" committee members to Mass Communication sections as you suggest. And please proceed with Terrou as you think best.

Glad you got together with Marshall. We'll all have to keep at him to get him to do specifics. This project can educate him as much as he can educate us and others. I fear he feels I've been a bit hard on him, but I have to repeat over and over like a broken record -- and can't change my tune. He does the same, but seems helpless when we ask for 1, 2, 3. I expect committee or Foshay (I agree with your suggestion) will have to draw up his itinerary for him, at first. Once he's launched, I'm less worried.

Appreciate your Journal suggestion. I passed on to Betty, our new and very capable editor. Here is her note to me:

> "I agree with him wholeheartedly about acknowledging receipt of manuscripts -- and finally letting the person know if the article is to be published. However, it is not -- to my knowledge -- a common courtesy of magazines to let the author see page proofs of his ms. before it goes to press. This could be disastrous, as an author usually sees all kinds of improvements he can make at the proof stage, thus causing the journal to have to pay for composition twice. Also there is always the time factor. The author is usually snowed with mail and doesn't get around to checking the proof right away.
>
> "If heavy editing should be necessary for some reason, I'd be

more inclined to send the edited ms. to the author for a look-see before it was ever set in type.

Look sensible?

Our best,

Harry J. Skornia
Executive Director

HJS:JO

CC: Mr. William G. Harley
Mr. Jack McBride

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB

14 GREGORY HALL
URBANA, ILLINOIS

RECEIVED
NAEB HEADQUARTERS
JUL 14 1959
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

July 13, 1959

Dr. Harry Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

I think that the NAEB should definitely participate in the acitivity of the International Association for Mass Communication Research which you wrote about. First of all, I think it important that an organization in the United States cooperate in these international ventures. Secondly, it seems to me that the bibliographical material will prove of tremendous benefit to educational broadcasters and broadcast researchers in this country.

I would think that it might be well to have one member of the research committee representing the NAEB in each of the five sections of the International Association. If you think this is all right, I can write to some of the members and see if they are interested.

Meanwhile, I will write to Terrou, of the Association, and get further details on how we might participate, cost of the documentation cards, how and when bibliographical items should be sent. We can then notify all members of the NAEB in the newsletter to feed items in -- any of their research projects or other materials which are suitable -- to a central place. This also could well be the function of one member of the research committee. Actually, if people send it in proper form, the chairman of the committee could handle this quite easily. Anyway, I will let you know when I get details from this fellow in Italy.

Marshall McLuhan was through the other night -- spent the night in Iowa City while en route to the West coast. For the first time, I believe I have some idea of what it is he really plans to do. Somehow, this simply does not get communicated in his letters. As you can imagine, it was an interesting evening. He does not agree with me but I am now not at all sure that he could not sit down for six months and write the report which he plans to wind up with after talking to people here and there for a year or so. I also explained my suggestion

on Foshay -- not so much to sit on top of the project but to be a consultant -- which in this case, I think, should be someone on whom Mac can try ideas and who can then finally interpret these ideas for the educators. At these earlier stages, he can interpret them for the Title VII committee to insure getting money for the latter stages of the project. I am not sure that this money will be forthcoming if it depends upon Mac communicating to Walter Stone, Dick Hull, et al. For one thing, I do not think he will try very hard. In the second place, I am not at all sure that he would succeed if he did try.

On a completely different subject, a suggestion for the NAEB Journal. I have suggested to a number of people that they send papers which they showed me to the Journal. However, if we want the good people to keep contributing, I believe that the editorial staff needs to observe certain courtesies recognized by most journals. First of all, the editor needs to let the author know whether or not the paper has been accepted. Secondly, the author should see page proofs before they are published. Third, he should receive a few reprints and, prior to publication, should have the opportunity to order more if he wishes. This came home to me recently because I just discovered that they had published a paper of mine six months or so ago and I never knew it. It does not matter in my case since I am one of the family but it will make quite a difference for most of the people whom we want to publish there. Hope that this can be taken care of. I realize the tremendous problems under which the Journal staff operates. Nonetheless, these are things which must be done if a really good Journal is to be developed.

Hope all is well with you.

Best,

Sam

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

July 13, 1959

Mr. Fernand Terrou, President
International Association for Mass
Communication Research
27, Rue Saint-Guillaume
Paris VII^{E}, France

Dear Sir:

Your letter and documents of June 12, 1959, addressed to the National Association of Educational Broadcasters in this country, have been forwarded to me for reply. As chairman of the research committee of the NAEB, it was felt that I might best respond. The members of my committee would be the ones most interested in the research and bibliography sections of the proposed Bulletin and would provide most of the information from here for the Bulletin.

Before we can proceed, however, additional information would be helpful. You mention documentation cards. It is not clear to me whether these refer to the forms on which we are to submit information to you, or whether these are duplicate sets of information items which will appear in the Bulletin. It would be helpful if we knew which they were and how much they would cost us. If the documentation cards are the actual bibliographical items, I would guess that many libraries in this country would be interested in receiving these as they come out. I would like to know then how much these would be for non-members of the association or how much a subscription to the Bulletin would be, since it would also contain all of the same information.

I would assume that we could probably be of most help here by appointing a different member of our research committee to be responsible for submitting information for each section of the Bulletin. What would you think of this? When do you want to start getting items? How far in the past should we go for the bibliographical items?

In regard to your questionnaire on which sections of the Association most interest us, is it possible for different members of the NAEB to be listed as members of different sections? If not, I suppose that, as chairman of our research committee, I should be listed for all sections so that we have a complete file of the Association activities.

One further bit of information which would be helpful. We would like to circulate information here on how various individuals in this country and institutions, such as schools or universities, can become members of the Association. Could you send me this information, including cost in each case.

We are extremely interested in the Association and hope that we can do something to further its goals.

Sincerely,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:mw

Dear Harry: COPY

Irv Merrill and Hide Kumata have suggested that the research committee meet with Marshall McLuhan on the 9th and 10th of September in Cincinnati. The American Psychological Association is meeting there from September 3-9. Scheduling our committee meeting at that time would make it more likely that we could get the committee together because many will be at that meeting. It would also mean that some who might not otherwise go to APA would go and, as Irv put it, "take in the pertinent sessions of the convention to stimulate our experimental thinking."

I think that this is a pretty good idea. The only problem is that this comes in the middle of the vacation period for all academic persons, who are generally off until about the 15th or 20th of September. Whether some of the committee will be off vacationing someplace at that time, I do not know. I am still not sure of my plans for this period but will probably be available by the 9th.

Anyway, what do you think. Will Mac be back from Vancouver by then?

I am happy to say that I believe that I am going to have more time to devote to my own research and the supervision of graduate research in the future. I have gotten the Provost to agree to let me delegate most of the responsibility for production supervision to other people - though the ultimate responsibility will still have to be mine. I am going to have Winnie take over most of the responsibility for our in-school and public relations programs, another fellow take over responsility for our "creative" experimentation in production -- drama, etc., and a third take over responsibility for film production. Unfortunately, I cannot yet shuck any administrative work - but at least this is a step in the right direction and I am much encouraged.

Nothing else new here. Let us know what you think of the possible dates. We probably ought to let the committee know before too long so that people can make appropriate plans.

Best

etc.

cc: Merrill

Letter typed and mailed on July 27, 1959, to Dr. Harry Skornia, Executive Director, NAEB, 14 Gregory Hall, Urbana, Illinois.

Copy to Dr. Irving R. Merrill mailed 7/27/59.

MICHIGAN STATE UNIVERSITY EAST LANSING

TELEVISION STATION WMSB

July 22, 1959

Dr. Sam Becker
TV Center
State University of Iowa
Iowa City, Iowa

Dear Sam,

When I phoned you about the Title VII position you inquired as to when a good time and place for a meeting of the Research Committee might be to consider the NAEB McLuhan Grant.

Hide and I propose that if it is desirable to hold it in September, a good central location would be Cincinnati, after the American Psychological Association Convention, which is scheduled September 3 - 9. If we could meet on the 9th and 10th some of us might go down a few days early to take in the pertinent sessions of the Convention to stimulate our experimental thinking.

If this date is too early to be convenient, why not meet during the NAEB Convention or at either end of it for a few days in Detroit? This, of course, means about a six weeks' delay but would certainly represent an appropriate time otherwise.

What think you?

Sincerely,

Irving R. Merrill
Director of Television
Research

IRM/ec

Check calendar
Sept 18

July 13, 1959

Dr. Harry Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

I think that the NAEB should definitely participate in the acitivity of the International Association for Mass Communication Research which you wrote about. First of all, I think it important that an organization in the United States cooperate in these international ventures. Secondly, it seems to me that the bibliographical material will prove of tremendous benefit to educational broadcasters and broadcast researchers in this country.

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on Foshay -- not so much to sit on top of the project but to be a consultant -- which in this case, I think, should be someone on whom Mac can try ideas and who can then finally interpret these ideas for the educators. At these earlier stages, he can interpret them for the Title VII committee to insure getting money for the latter stages of the project. I am not sure that this money will be forthcoming if it depends upon Mac communicating to Walter Stone, Dick Hull, et al. For one thing, I do not think he will try very hard. In the second place, I am not at all sure that he would succeed if he did try.

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Hope all is well with you.

Best,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB

OFFICE OF EXECUTIVE DIRECTOR

14 GREGORY HALL
URBANA, ILLINOIS

July 29, 1959

Dr. Sam L. Becker
Executive Secretary
Television Center
State University of Iowa
609 10th Avenue
Iowa City, Iowa

Dear Sam:

I wouldn't be available, because of the NAEB Washington Conference (program attached) September 9 and 10. But I'd hate to be a stumbling block. Why don't you go ahead and set up. We'll pay expenses.

Mac's address at Vancouver is:

Dr. Marshall McLuhan
Department of Extension
University of British Columbia
Vancouver, British Columbia, Canada

USOE is surely secretive. No copy of his contract. No word on the personnel matter either. Very frustrating.

Glad to hear you've been able to unload a bit -- and will have more time.

Best,

Harry

Harry J. Skornia
Executive Director

HJS:JO

August 5, 1959

Dr. Marshall McLuhan
Department of Extension
University of British Columbia
Vancouver, British Columbia
Canada

Dear Marshall:

We are having a devil of a time trying to find a date on which most of the members of the research committee can get together to discuss and try to come up with some helpful suggestions for you. The 9th and 10th of September were suggested but they interfere with another NAEB meeting and some other things. The latest dates suggested are the 23rd and 24th of September. This would be all day Wednesday and most of Thursday. In other words, break up in time for people to catch planes on Thursday. The most central location is undoubtedly Chicago so we should probably plan on meeting there. The NAEB would, of course, pay all expenses for each person attending.

Anyway, how are these dates with you? Could you make it to Chicago on the 23rd and 24th? If not, do you have other suggestions?

I am sorry that I have been so lax in writing. I want you to know that I thoroughly enjoyed our evening together here and I feel that I am beginning to understand, for the first time, where it is that you are trying to go with this project. I believe that our meeting with the committee will do much to clarify the project for them and that much more helpful suggestions will result than from this inadequate postal communication.

Best,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

cc: Research Committee

August 20, 1959

Dr. Kenneth Harwood, Chairman
Department of Telecommunications
University of Southern California
University Park
Los Angeles 7, California

Dear Ken:

It was good talking to you on the phone the other day. Thank you very much for calling. I am still trying to get this date business settled for our meeting - and am going to have to settle it one way or the other within the next few days. At this point, I do not believe that we are going to be able to satisfy more than about half of the members (though whether it is the half able to come or the half unable to come which will be more satisfied, I am not certain).

After we talked, I thought of another likely candidate for the position you mentioned. He is John Ulrich who is now at Pittsburgh. John got his Ph.D. with us. He is now an associate professor at Pittsburgh. Very good production man and quite interested in research. He is not only interested in research but, unlike many people in our field who claim an interest, he works at it! I do not know how well you know John. I believe that he is one of the nicest persons I have ever known. When he was at Iowa, he was a wonderful person to have in television production because he got on well with everyone and he knew and was friendly with practically everyone on the campus. This facilitated getting these people on programs. I visited the University of Pittsburgh this spring and found that he was quite highly thought of there. He had a chance to move into administration and turned it down in order to continue teaching and doing research. Think that he would be an asset to your staff.

If there is other information which I can supply, or anything else that I can do, please let me know.

Best,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:mw

WASHINGTON CONFERENCE

ON

THE FEASIBILITY AND ROLE

OF STATE AND REGIONAL NETWORKS

IN EDUCATIONAL BROADCASTING

September 9 - 11, 1959

NEA Building
1201 Sixteenth Street N.W.
Washington 6, D.C.

September 9

Session I --- 9:30 - 10:30 a.m.

ORIENTATION

Brief remarks by Dr. Arthur Flemming, and representatives of the NEA, NAEB, U. S. Office of Education and overview of the problem by Richard B. Hull.

Session II -- 10:45 a.m. - 12:30 p.m.

WHAT HAVE WE TO DISTRIBUTE?

Statements of the educational materials and uses available to distribute on such facilities.

12:30 - 1:45 p.m.

Recess for lunch. Cafeteria available.

Session III - 2:00 - 5:00 p.m.

ARE NETWORKS TECHNICALLY FEASIBLE?

Statements by qualified engineers on technical problems and their solution, the role of Videotape, and other considerations.

6:00 p.m.

Reception (place and details to be announced later).

September 10

Session IV — 9:00 - 10:00 a.m.

LEGAL (AND LIABILITY) CONSIDERATIONS

Presentations by qualified communications attorneys and consultants.

Session V — 10:00 a.m. - 12:00 noon

EFFECTS ON THE EDUCATIONAL COMMUNITY

Presentations by representatives of accrediting, professional, curriculum and similar educational groups on the effects, as they see them, of such a development.

12:30 - 1:45 p.m.

Free time for lunch.

Session VI — 2:00 - 5:00 p.m.

STATUS REPORT

A statement of the status and experience of actual present operations such as Alabama (TV), Wisconsin (radio), New England (both), and plans and operations in other parts of the United States.

September 11

Session VII — 9:00 - 10:00 a.m.

COSTS

A Realistic Look at Costs in terms of present and planned budgetary allocations.

Session VIII - 10:00 a.m. - 12:30 p.m.

ADMINISTRATION PROBLEMS AND CONFERENCE SUMMARY

12:30 p.m.

ADJOURNMENT

Following all presentations after Session I there will be ample opportunity for discussion by all participants, the total number of which is expected to be approximately 75.

Since the objective of the Conference, being held under a contract from the U. S. Office of Education and Title VII of the National Defense Education Act, is a publication, copies of the documents to be read, or spoken from, should be available by September 8, for press and stenotypist uses. Formal presentations are asked to be limited to from ten to fifteen minutes except for Session VI, in which case eight to ten minute presentations are expected because of the larger number of reports to be presented.

Any materials which can be distributed in advance will be particularly welcomed, and the copies of the remarks left for publication may be somewhat longer than the oral presentation, and may include graphic or tabular materials not conveniently presented at the Conference itself. Slide projectors will be available.

No central hotel reservations have been made for this conference and participants are urged to request needed accommodations directly as soon as possible.

Under terms of the contract, the NAEB is prepared to reimburse speakers for travel and hotel expenses incurred.

HJS/dp

July 10, 1959

Director, Educational Media Branch
Room 4540 - North Building
H E W - Office of Education
Washington, 25, D. C.

MEMORANDUM

TO : Field Readers DATE: September 8, 1959

FROM : C. Walter Stone

SUBJECT: Meeting of Field Readers

Because several members of our field reader group will be unable to attend the meeting proposed for October 1-2, we are suggesting a shift to October 8-9, Thursday and Friday.

Please let us know at your earliest convenience whether these new dates would be satisfactory. We shall also be most grateful if you will check below those dates on which you could not be available. We shall make the meeting arrangements final as soon as we have heard from all readers.

October 5
6
7
8
9
10 Not available unless absolutely necessary.
12
13
14
15
16
17

Health, Welfare & Education

Dear Dr. Becker:

There was some confusion here as to whether you were with Iowa State University or with The State University of Iowa. We have mailed to you (con't p. 3) some proposals for your valuation, & it may be that they were sent to Ames. If you haven't received them, would you please let me know?

Sincerely,

Guy D. McGee
Research Assistant
Educational Media Branch

September 10, 1959

Executive
EX 3-6300

Mr. C. Walter Stone
Director, Educational Media Branch
Room 4540 - North Building
DHEW - Office of Education
Washington 25, D. C.

Dear Walter:

October 8 and 9 are fine for me for the meeting of the field reader group. I could also make any of the other dates mentioned in your notice, though I would be happier if October 10 was not among them.

Please tell Guy McGee that I received two packages of proposals. He was worried that I had not received them because of some confusion about my address. I am at the State University of Iowa, not Iowa State University. (It was confusing enough when the latter was called College. It is terrible now.)

Looking forward to seeing you again next month.

Best,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:mw

Note in New York for Oct 156
Include who got grants in '57.

REPORT OF THE NAEB RESEARCH COMMITTEE

October, 1956

Three major projects occupied the attention of the Research Committee during the past year. Two of these were undertaken specifically in the interest of NAEB and its members and provide information for our own use primarily. The third is one of the long range projects planned a year ago but not activated until this year.

At the convention in 1955 the Board of Directors discussed the format and content of the NAEB Newsletter and whether there should be any changes in this or whether a new magazine should be considered. It was suggested that the membership be polled to learn their opinions and desires. The editors of the Newsletter were especially interested in reader reactions. Our committee undertook this study and questionnaires were drawn up and submitted to Headquarters and to the Public Relations Planning Committee for suggestions. The corrected schedules were mailed to all subscribers to the Newsletter. Response was excellent, many members registering comments in addition to the checked questions. The results of the portion relating to the present Newsletter were published in the June, 1956, issue of the Newsletter.

A second part of this study concerned preferences should NAEB find it desirable to go into a different kind of magazine format. This questionnaire was mailed with the opinion of the present format. Many opinions were expressed, reflecting the varied interests of readers. For example the operators of radio stations were, as a group, interested in different features than teachers of broadcasting in the schools. Members of NAEB requested different kinds of information than subscribers outside the membership. The results of this study were printed in the Newsletter, issue of July, 1956.

Because President Schooley set up a special committee to evaluate all magazines being published in this field, the findings of our committee were turned over to the general committee for their information. It is hoped that our reports saved time and effort to the Publications Study Committee.

A study was undertaken to determine the extent to which NAEB members contribute to the programming of commercial stations by furnishing programs to these stations. This study was planned to provide specific information for some members who wished to convince their administrations of the value of operating a production center. The results showed a very large contribution to general broadcasting being made by NAEB members (Active and Associate). The results also indicate that the old prejudice against the use of programs originating at educational institutions by commercial stations is being dissipated.

At a meeting of the Research Committee, in Columbus, Ohio, in April, plans and procedures were worked out whereby Grants-in-aid could be provided to college and university departments as a means of fostering research in the field of educational broadcasting. This idea had been discussed and adopted by the committee a year ago but, because funds were not available then, it could not be put into effect until now. The Board of Directors agreed to provide $1,500.00 for research grants and, in addition, to cover costs of printing and mailing announcements and instruction sheets. This provides a minimum of five grants in the amount of $300.00 each and established the project for NAEB. The money is allotted to provide incidental expenses which are often a burden on people carrying on research for degree work. The brochure was printed and mailed in September to all instutional members of NAEB and to other selected lists. Applications for grants must be on file by November 1st, 1956 and announcement of winners will be announced by December 1st, after screening by members of the committee. There have already been a number of requests for instruction sheets and it is expected that this project will be a success this year.

The Grants-in-aid for Research project is an important one in the long range plans of the committee. It permits the use of manpower in the colleges and universities and the carrying out of desired research with the expenditure of comparatively little money by NAEB. It permits direction of research areas and the possibility of initiating research along lines most needed by educational broadcasters. This project could be a continuing service of NAEB and, with the size of individual grants being increased, could attract many participants. This seems a more effective way for the Research Committee to operate than to depend upon the individual efforts of members of the committee.

It is suggested that the objectives and functions of the NAEB Research Committee be re-evaluated in terms of present trends. Whereas this committee has been given responsibility for directing the research efforts of NAEB (Gotham meeting of January, 1952), there seems the possibility of duplication of effort because presently research is being fostered by foundations (ERTC) and by professional teaching and educational organizations. Our committee finds it difficult to plan extensive research which involves large expenditure of money since such funds are difficult to secure from foundation or other outside sources. The projects undertaken this year have been carried out under NAEB financing entirely and have been for the benefit of our association. None are on the "Grand Design" pattern. Perhaps the objectives of the Research Committee should be examined and reaffirmed in terms of the entire broadcasting field and NAEB in particular.

Respectfully submitted,

NAEB RESEARCH COMMITTEE
Gale Adkins
Raymond Cheydleur
Kenneth Harwood
Lawrence Myers
Herman H. Remmers
Robert J. Coleman, Chairman

Copied at NAEB HQ. 10/10/56 arp

REPORT OF THE NAEB RESEARCH COMMITTEE
OCTOBER, 1959

The NAEB Research Committee has been concerned primarily with two projects during this past year. It has continued to evaluate the research proposals which have been made to the NAEB and has made recommendations on those which were to be given grants-in-aid. It has also assisted in the formulation and refinement of the Understanding Media proposal for which the United States Department of Health, Education, and Welfare has made a preliminary grant to the NAEB under Title VII of the Aid to Education act.

From its experiences during the past few years, the Committee feels that the role of the NAEB in the area of research (and, hence, the role of the Research Committee) needs to be reappraised. The Committee feels that it is neither feasible nor desirable for a professional organization such as the NAEB to engage directly in research. It feels, rather, that the NAEB should encourage needed research among its member institutions and, when necessary, aid its members in this task. To this latter end, the Committee recommends that the NAEB increase the funds available for the research grants-in-aid program so that research grants with a minimum value of $2,000 might be made. It also recommends that the NAEB expand its consulting service to include <u>research</u> consultation, so that member institutions might be given help in evaluating their research needs, planning programs of research, drawing up research proposals, or even evaluating research results. In this way, the NAEB could provide a greater service to more of its members and, hence, to the educational broadcasting movement.

NAEB: Research Committee

October 12, 1959

Mr. Harold Hill
Assistant Executive Director
National Association of Educational Broadcasters
University of Illinois
119 Gregory Hall
Urbana, Illinois

Dear Harold:

Please excuse the delay in responding to your letter of October 7. I was in Washington on the latter part of last week and just returned this weekend. It seems to me that a great deal of information could be discovered with a simple sort of check question, if Health, Education, and Welfare with go along with it. In this question, respondents should check R (for radio, of course) and/or TV in the appropriate squares. This question would tell us the grade levels and purposes for which each of these media is used in the schools.

		Purpose for which medium is used			
		Direct instruction	Supplementary instruction	Enrichment	Non-education (e.g., World Series)
Grade level	K Kindergarten-2nd grade				
	3rd - 6th				
	7th - 9th				
	10th - 12th				

It does not seem to me that this would be overly complex for any but the most stupid school superintendent. (Of course, there may be more of them than I assume.) My only serious question about it would be whether whoever fills out the questionnaire would have the information or, if he did not, whether hewwould bother to get it - in fairly accurate form. Also, if this question is used, it would probably be well to give two or three specific examples of what we mean by each of

of the purposes, since many persons probably define "enrichment," for example, differently.

I do not know whether the above helps at all but here it is, for whatever it might be worth.

Best,

Samuel L. Becker
Director, Division of
Television, Radio, Film

SLB:ks

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB

OFFICE OF EXECUTIVE DIRECTOR

UNIVERSITY OF ILLINOIS
119 GREGORY HALL
URBANA, ILLINOIS

MEMORANDUM

TO: Sam Becker, Chairman, NAEB Research Committee
Les Greenhill, Chairman, NAEB CCTV Committee
Gale Adkins, Chairman, NAEB Utilization Committee

FROM: Harold E. Hill

DATE: October 7, 1959

Dr. Anna Hyer, Executive Secretary, Department of Audio-Visual Instruction, National Education Association, has been exploring with the United States Office of Education the possibility of the Office including certain questions about utilization of A-V materials in its biennial survey of the status of education. She has kindly offered to submit questions about radio and television if we can supply them.

Of course, she is not certain that the USOE will be able to undertake the addition of questions in our fields, nor that they would accept any or all of the questions we might propose. However, this seems like an excellent opportunity to at least try to get some information about uses of radio and television in education in the nation's schools.

Therefore, will you please send me, as soon as convenient, a list of pertinent questions, the answers to which you believe would be helpful to the NAEB and the entire educational broadcasting movement? The time on this is short, so I would appreciate anything you can do soon. Thanks.

HEH:JO

October 21, 1959

Dr. Harry J. Skornia
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Enclosing a copy of the annual report of the Research Committee. I am sorry that it is so late but, after all of the discussion with members of the committee, I wanted to be sure that they saw a copy of it complete to be sure that I had not misinterpreted their feelings. This is why it is on ditto. (I am assuming that headquarters makes any further copies that are needed.) The committee seems to be unanimous on all of the points made.

There is only one thing that bothers me a bit. Neither I, nor any member of the committee, feels that the McLuhan project should be scrapped. If you feel that this in any way implies that we do think so, I hope that you will explain this at the proper time and place - or feel free to make any adjustments in wording which would clarify this.

Looking forward to seeing you in Detroit. (Gads, you must be harried now!)

Best,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:ks
Encl.

NAEB Research Comm

October 8, 1959

Mr. Ken Kager
Radio Station KUOW
The University of Washington
Seattle 5, Washington

Dear Ken:

Lee Dreyfuss of Wayne State just called me this morning to see whether I would take over the responsibility for a section on radio research at the upcoming NAEB meeting. This is rather short notice and, unfortunately, it seems to me to be one which is sorely in need of some attention -- so, like a mad man, I accepted. The point of this letter, of course, is that I hope you are coming to Detroit for the meeting and that you will be willing to expound for 15 or 20 minutes on your personal influence study -- the sort of thing which you included in the abstract which you sent around plus, ideally, your ideas for where we ought to go from here with future research efforts in this general area. The meeting will be from 9:00 to 10 a.m., Thursday, October 29. I am trying to get Jack Ellery of Wayne to do something on their FM study and then, perhaps, someone who has done some decent research on in-school radio.

I hope that I can hear from you soon in the affirmative.

Best regards,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:ks

fyi: NAEB

October 16, 1959

Mr. Ken Kager
Operations Manager
KUOW
The University of Washington
Seattle 5, Washington

Dear Ken:

A paper of the type which you had Tom Scheidel read at the Western States Speech meeting would be excellent. I sincerely hope that you can attend to read and discuss your paper in person but, in the event that you cannot, I believe that the paper should be read by someone whom you select. I hope also that you would be able to discuss the research - procedures, etc. -- with this person so that he could answer questions about it if they come up.

Hope that we see you in Detroit.

Sincerely,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:mw

RADIO STATION
KUOW
10,000 watts FM 94.9m.c.

THE UNIVERSITY OF WASHINGTON
Seattle 5, Washington

October 13, 1959

Mr. Samuel L. Becker, Director
Division of Television-Radio-Film
State University of IOwa
Iowa City, Iowa

Dear Sam:

Thank you for your invitation to appear at the session on radio research at the NAEB meeting. This is a subject of great interest to me, and I would be pleased and honored to accept if I were to be in Detroit.

I'm afraid, though, that I won't be able to get to the convention this year. There's still an outside chance, but at the moment it seems highly unlikely.

I realize you have been handed a big job on short notice, and would be willing to help out with the next best thing if you wish. If Ed Adams' health permits, he will represent our school at the convention. He has agreed to read a 15-20 minute report along the lines you suggested in your letter. If Ed is unable to be present, I'm sure we'll still have someone in attendance who could present the report.

I'm enclosing a copy of a paper read last year as a sample of the sort of thing I have in mind--although I think the NAEB talk would be modified considerably.

Please let me know as soon as possible if you wish this sort of substitute arrangement. I'm sorry not be able to accept the original invitation.

Sincerely,

Ken Kager
Operations Manager

Ken Harwood read Kagers paper

KK:mm

Enclosure

Check annual report

Ken Norwood
Bruce Hartley
Dick Evans

NAEB HEADQUARTERS

14 Gregory Hall
Urbana, Illinois

To: All Committee and Subcommittee Chairmen

From: Harry J. Skornia

Date: November 6, 1959

David L. Cobb
Howard Rowland, Pitt
Charles Neidt, Nebraska

Need a sociologist psychologist or educational
Hideya Kumata
John Ellery
Don Mericle

In fairly random fashion, many of you have discussed with us projects for which we need funds. It is our hope that for some (I really hope for all) we can find support. This should involve a multiplicity of sources.

Would you each, please, therefore, send a statement of the one (preferably) project we should concentrate on in your area, with:

-- a brief write-up we could copy with a minimum of rewriting (since we have virtually no staff to do this).

-- estimated budget needed.

-- possible contacts (person, firm, address) and indication of whether you could handle any or all of these contacts (or suggest who might), if authorized by the NAEB so to proceed on its behalf?

Talk to Ford people

Would you please add also:

-- a statement of the area of emphasis you would suggest for the committee next year, and possible redefinition of your committee's functions.

-- possible reorganizations of the committee (only if you feel this is indicated).

-- suggested new names for committee members.

Good -- a reaction to a three-year rotation basis for committee membership.

-- any other suggestions you may have for the improvement of our work.

Since committees are the great strength of the NAEB, and have been the source of many of our best new ideas, we also want to thank you for the selfless efforts you have already given. We hope our growing stature is a source of satisfaction to you, as it is to us.

One of the roles I see for the NAEB is to help its members achieve recognition, stature, realization and outlet for their ideas, ideals and work. We shall do our best to achieve that role. We should like to help our members get articles published, and have them named to various distinguished commissions, councils and boards. We wish to help all we can in such connections. In this, as in all other cases, your suggestions are most welcome.

We hope you will take the brief time necessary to give us your suggestions and thinking on all the above ideas, so we may have them to consider at upcoming meetings of the finance committee in the near future, and prior to our finalizing plans for new committee appointments.

Most sincerely and gratefully.

HJS/dp

cc: NAEB Board

November 17, 1959

Dr. Harry Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

I am not quite certain how to respond to your memorandum of November 6, in the light of the feelings of the research committee expressed in our annual report. If we were to take one of the suggestions in this report, the one which seems to me would be of greatest benefit to the greatest number of NAEB members, I would take as the project or goal of this committee to encourage and upgrade research among the member institutions through the establishment of a team of research consultants. This team of consultants could provide a member institution with help in:

1. Determining its research needs.
2. Planning long-range programs of research
3. Laying out specific research designs
4. Drawing up research proposals for obtaining financial aid when necessary
5. Evaluating research results.

I believe that the Ford Foundation might be interested in such a group, if the consultants were of sufficient ability, because of many of their experiences with giving grants to institutions which did not know what to do with the research funds after they got them. I would think that they might be approached on such a project. I believe that the Title VII personnel might also be approached, namely Roy Hall and Walter Stone. One of their problems is that many of the potentially good research proposals are coming from persons completely lacking in research sophistication. With proper guidance, some of these persons could make an important contribution. The Department of Health, Education, and Welfare is not in a position to provide this guidance. An outside agency, sustained in part by Department funds, I would think could provide this help.

I do not mean to imply that the NAEB should provide consultation only for the institution seeking to get a hundred-thousand dollars from the government or some foundation. I believe that the small FM station which wants to duplicate the Kager study or wants to pretest some of its programs with audience response profiles should also have help from the NAEB.

The possible reorganization of the committee depends completely on whether we want to attempt what I have suggested above. If we do attempt it, I believe that thought should be given to a representation on the committee of the various research approaches. Dick Evans is obviously a good man who approaches problems from the social psychologist's point of view. Bruce Westley is a good general experimental design and philosophy of science man. Ken Harwood is good on the historical and broadcast end. I think that we have noone now who represents the sociology approach or the educational-psychology approach. For the former, I would think that someone such as David Sills, currently acting director of the Bureau of Applied Social Research at Columbia would be excellent. Howard Rowland at Pittsburgh would represent this point of view also, but not as well. Charles Neidt of the University of Nebraska would be a very fine educational psychologist. Hideya Kumata would be another good sociologist but I just do not think that he has the time to be of much help.

The problem with this committee that I have suggested should be immediately obvious. None of them are members of the NAEB except Harwood and, defining membership loosely, Bruce Westley. It might be possible to have a committee of NAEB members and include the sort of persons I have named above on the consulting team. The problem here is that members of the committee would feel that they should be doing the consulting and, in many cases at least, I am sure that they should not. This could create great problems. This is not to say that persons such as Ellery and Merrill are not able and have not been good members of the committee. However, if you are trying to obtain funds to set up such a program, their names are not going to help as much as names such as Sills, Evans, and Neidt. Secondly, and to be honest, they do not have the research background or experience to give as much help as I believe the people could whom I have named. On the other hand (and here you see how ambivalent I am), they have been extremely cooperative as members of the committee this year. Both are quite eager to work for the NAEB.

Anyway, if such a consulting team was set up, the members (or member) who would act as consultants on any particular job would depend on the type of job it was. Obviously, if it is instructional television, an educational psychologist is needed. If it is general evaluation of a broadcasting station or some of its programs, a broadcast researcher is needed. If it

is to be a study of audience, a sociologist is needed. None of these, of course, are completely independent but I believe the point is clear. The members of the committee or team could not do all of the consulting but they would obtain others whenever necessary. Another possibility would be to set up regional teams. A team of consultants representing each discipline in the southwest, one in the northwest, one in the midwest, one in the southeast, and one in the northeast. This would certainly cut down transportation costs.

I am at a complete loss to estimate the budget needed. This would depend completely on the number of requests for consulting help and the distance from the home of each consultant to the location, when travel to the location is necessary. Do not think that it is always. I think that consultants should be paid a minimum of expenses and $50.00 per day. I guess that I would hit the foundation or government for $100,000 for the first year on a trial basis and then see how it goes. I could handle some of these contacts if you wish, though it might be better if you and I did it together, Harry.

I am in favor of the three year rotation basis for committee membership. Without such rotation, we run the risk of growing stale because of the lack of fresh ideas being fed into the hopper.

I do not know whether the above is what you wanted, Harry. Here it is for whatever it may be worth.

Sincerely,

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:ks

Field

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB

Research Committee

OFFICE OF EXECUTIVE DIRECTOR

14 GREGORY HALL
URBANA, ILLINOIS

November 20, 1959

Dr. Sam L. Becker
Executive Secretary
Television Center
State University of Iowa
609 10th Avenue
Iowa City, Iowa

Dear Sam:

Thanks for your fine letter, full of ideas, on Research Committee thinking. It's a real hat full. We'll see if we can't get going.

We're in a bind with Ford, at present. They'll give us funds, only if we give up our Radio Network, it appears. And that letter is going to take a bit of time to resolve. So far the Board has decided to keep it, so at least one network in the United States isn't subject to Foundation and/or industry taboos. It's a tough one. But we're meeting (finance committee) Tuesday in Chicago to try to get wheels turning.

Sincerely,

HJ.

Harry J. Skornia
Executive Director

HJS:jp

A & B Research

November 11, 1959

Mr. Richard O. Forsythe
Producer
Purdue University
Station WBAA
Lafayette, Indiana

Dear Mr. Forsythe:

I find it difficult to react to the research proposal which you mentioned until it is defined a bit further. If the focus is to be simply the mean and range of qualifications and background of personnel presently employed, I am not sure what value your study would have. We know that there are many incompetents presently employed in our stations. There will probably always be but there are undoubtedly a greater number now as we are developing and trying to find out what kind of people we need and as we wait for them to be trained. If these incompetents are averaged in with everyone else, what will your data mean? I would think, on the other hand, if you combine some sort of rating system of each employee with the information on background and training, you will have the data to break down your sample and try to arrive at some answers as to the critical background factors. Isn't that the important point?

Another point. I suspect that the key to the success or lack of success in educational television is more a matter of intellectual, personality, and values factors rather than the kinds of courses one has taken in college or the kinds of experiences which he has had. Are you planning something to take some of these factors into account? If not, I would think that their consideration could enhance your study considerably.

I do not know whether these are the sort of suggestions which you want. However, here they are for whatever they may be worth. I will be interested in hearing of your progress.

Sincerely,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:ks

PURDUE UNIVERSITY
STATION WBAA
LAFAYETTE, INDIANA

NOVEMBER 6, 1959

MR. SAM BECKER
CHAIRMAN, NAEB RESEARCH COMMITTEE
TV CENTER
STATE UNIVERSITY OF IOWA
IOWA CITY, IOWA

DEAR MR. BECKER:

I AM WRITING TO YOU AT THE SUGGESTION OF JIM MILES TO OBTAIN YOUR REACTIONS TO THE PROPOSAL SUGGESTED IN MY LETTER TO DR. EARL WYNN, CHAIRMAN OF THE NAEB PROFESSIONAL ADVANCEMENT COMMITTEE. A COPY OF THAT LETTER IS ENCLOSED. ANY SUGGESTIONS YOU WOULD CARE TO MAKE CONCERNING THE FURTHER DEFINITION OF THE RESEARCH TOPIC AND/OR METHODS OF CONDUCTING THE PROJECT WILL BE MOST WELCOME.

I REALIZE THIS IS AN IMPOSITION, BUT, AS WE BOTH REALIZE, THE COORDINATION OF RELATED RESEARCH IS ADVANTAGEOUS TO ALL CONCERNED.

YOUR ASSISTANCE IN THIS MATTER WILL BE GREATLY APPRECIATED.

VERY TRULY YOURS,

Richard O. Forsythe

RICHARD O. FORSYTHE
PRODUCER

ROF:DAN
ENCLOSURE

C
O
P
Y

October 27, 1959

Dr. Earl Wynn
Director of Television
Swain Hall
University of North Carolina
Chapel Hill, North Carolina

Dear Dr. Wynn:

I am very much interested in the problems facing the NAEB Professional Advancement Committee of which you are chairman. The goals and purposes of your committee seem to coincide, at least partially, with the topic of a research project that I am currently considering, i.e. a study of the qualifications and training of personnel involved in the production of educational programs.

Being aware of your committee's work and not wishing to duplicate research that has been done, I have written to you in the hope that you could supply me with certain information. Specifically, I need to know what research has been done up to this point that would assist the committee in realizing the first three goals stated in its October 1, 1956, report. Those goals were:

1. The upgrading of staff and personnel of NAEB stations and production centers.

2. The evaluation and development of job qualifications of personnel involved in educational broadcasting.

3. The discovery of areas of weakness in the standards for personnel and the development of recommendations for the correction of these weaknesses.

Since my research is in the preliminary planning stage, any suggestions by you or any member of the committee would be welcome. If the development of this project along certain

COPY

LINES WOULD FURTHER YOUR WORK, I WILL DEVELOP IT ALONG THOSE LINES. IF YOU FEEL THAT RESEARCH IN AN ENTIRELY DIFFERENT AREA WOULD BE MORE VALUABLE, I WOULD BE HAPPY TO CONSIDER THAT ALSO.

I WOULD GREATLY APPRECIATE YOUR ASSISTANCE IN THIS MATTER WHICH IS OF MUTUAL CONCERN.

VERY TRULY YOURS,

RICHARD O. FORSYTHE
PRODUCER

ROF:VML

WAYNE STATE UNIVERSITY
RADIO AND TELEVISION DETROIT 2, MICHIGAN

November 6, 1959

Dr. Samuel L. Becker
Director, Television-Radio-Film
State University of Iowa
Iowa City, Iowa

Dear Sam:

This is just a note of thanks for taking over the job as you did for the convention and doing it in such fine shape. I hope that the early morning hour following a late night did not have too detrimental an effect on the immediate attendance at your session. Ellery says that the session was a good one with good basic academic content.

It is people such as yourself who will help bring NAEB to that academic standard which is so necessary to those of us who work within a university framework. If I can ever be of any personal help to you in any regard Sam, please feel free to ask it. I will appear on any program, at any place if it is within my possibility to do so for you.

Thank you again.

Sincerely yours,

Lee, m

Dr. Lee S. Dreyfus
Assistant Director
of Broadcasting

LSD:hc

November 2, 1959

Mr. Ken Kager
Operations Manager
KUOW
The University of Washington
Seattle 5, Washington

Dear Ken:

Your paper arrived all right Wednesday evening. It timed long and so I took the liberty of cutting it down a bit. Sorry that you were not able to attend. Believe that we had a good session and the papers were received quite well, yours among them. I sincerely appreciate your cooperation and the preparation of a paper on such short notice.

Best,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:ks

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."

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